A meeting of the Board of Trustees of the Bryan Independent School District will be held on Monday, September 28, 2026, beginning at 6:00 PM in the Boardroom of the Administration Building, 801 South Ennis Street, Bryan, Texas 77803, where a quorum of the Board of Trustees will be present.

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

1. **Call to Order**
2. **Welcome**
3. **Pledges of Allegiance to the United States and Texas Flags**
4. **Spotlight**
    - 4.A. Elementary Teachers of the Month
    - 4.B. Secondary Teacher of the Month
    - 4.C. Auxiliary Employee of the Month
    - 4.D. Reynolds & Reynolds Donation to Rudder FFA
    - 4.E. Celebrating Campus Distinction Designations from the Texas Education Agency
5. **Public Comment on Agenda Items**
6. **Public Comment on Non-Agenda Items**
7. **Superintendent & Board Member Reports**
    - 7.A. Superintendent's Report
    - 7.B. Teaching and Learning Board Committee Report
    - 7.C. Executive Committee Report
    - 7.D. Community Affairs Committee Report
    - 7.E. Intergovernmental Committee Report
8. **Information Items**
    - 8.A. Athletic Turf Discussion
9. **Consent Agenda**
    - 9.A. Consider approval of the meeting minutes for September 14, 2026.
    - 9.B. Consider Approval of the Monthly Financial Statements and Purchases Over $25,000
    - 9.C. Consider approval of the close out of the Rayburn and Long HVAC replacement project
    - 9.D. Consider approval of the Close Out of the Elementary Campus Renovation Project

10. **Action Items**

10.A. Discuss and Consider board approval of a Delegate and Alternate to the Texas Association of School Boards (TASB) Delegate Assembly

10.B. Discuss and Consider Board Approval of the Schematic Design for Bryan Collegiate High School

10.C. Discuss and Consider Board Approval of the Schematic Design for Merrill Green Fieldhouse

10.D. Discuss and Consider Approval of Group Benefits Risk Pool Plan Design Changes and Employee Medical and Dental Plan Premium Recommendations for 2027

10.E. Instructional Performance Management and Assessment Update

September 2026

State Assessment Scores
2025-2026 School Year

Assessment Results vs. Accountability Ratings

- The purpose of this information is to review **assessment results** from the 2025-2026 End-of-Course and STAAR administrations.
- Accountability ratings and Distinction Designations were released in August.
  - Accountability Ratings include Domain I, IIA, IIB, and III scores.
    - Only for students counted at the October snapshot date

Performance Levels

Students score in one of four Performance Levels:

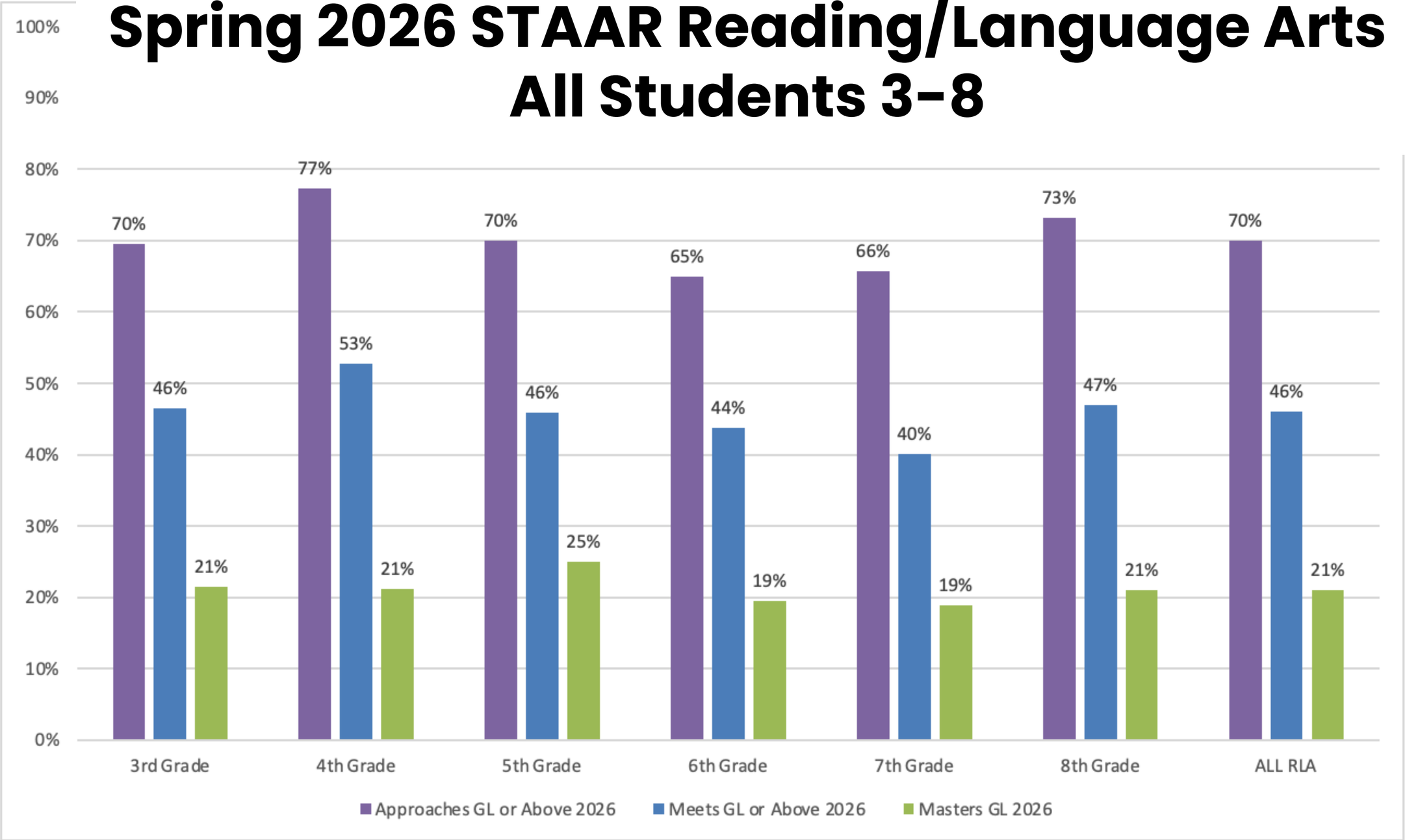
- **Did Not Meet** Grade Level (did not pass)
  - Students are unlikely to succeed in the next grade or course without significant, ongoing academic intervention
- **Approaches** Grade Level (considered passing)
  - Students are likely to succeed in the next grade or course with targeted academic intervention.
- **Meets** Grade Level
  - Students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention.
- **Masters** Grade Level
  - Expected to succeed in the next grade or course with little or no academic intervention

BRYAN ISD

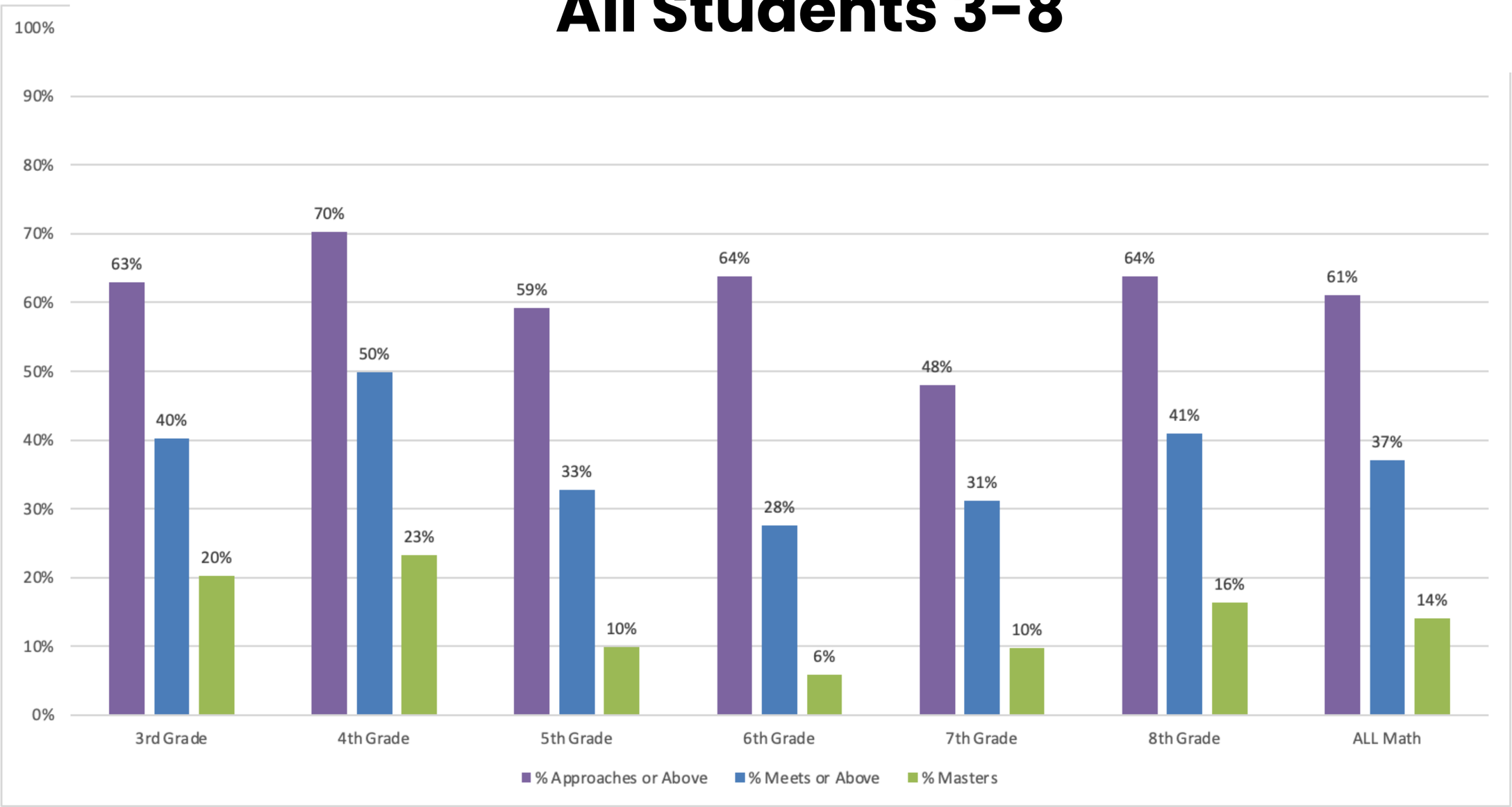
CHILDREN FIRST. ALWAYS.

2026 STAAR Grades 3-8 Results

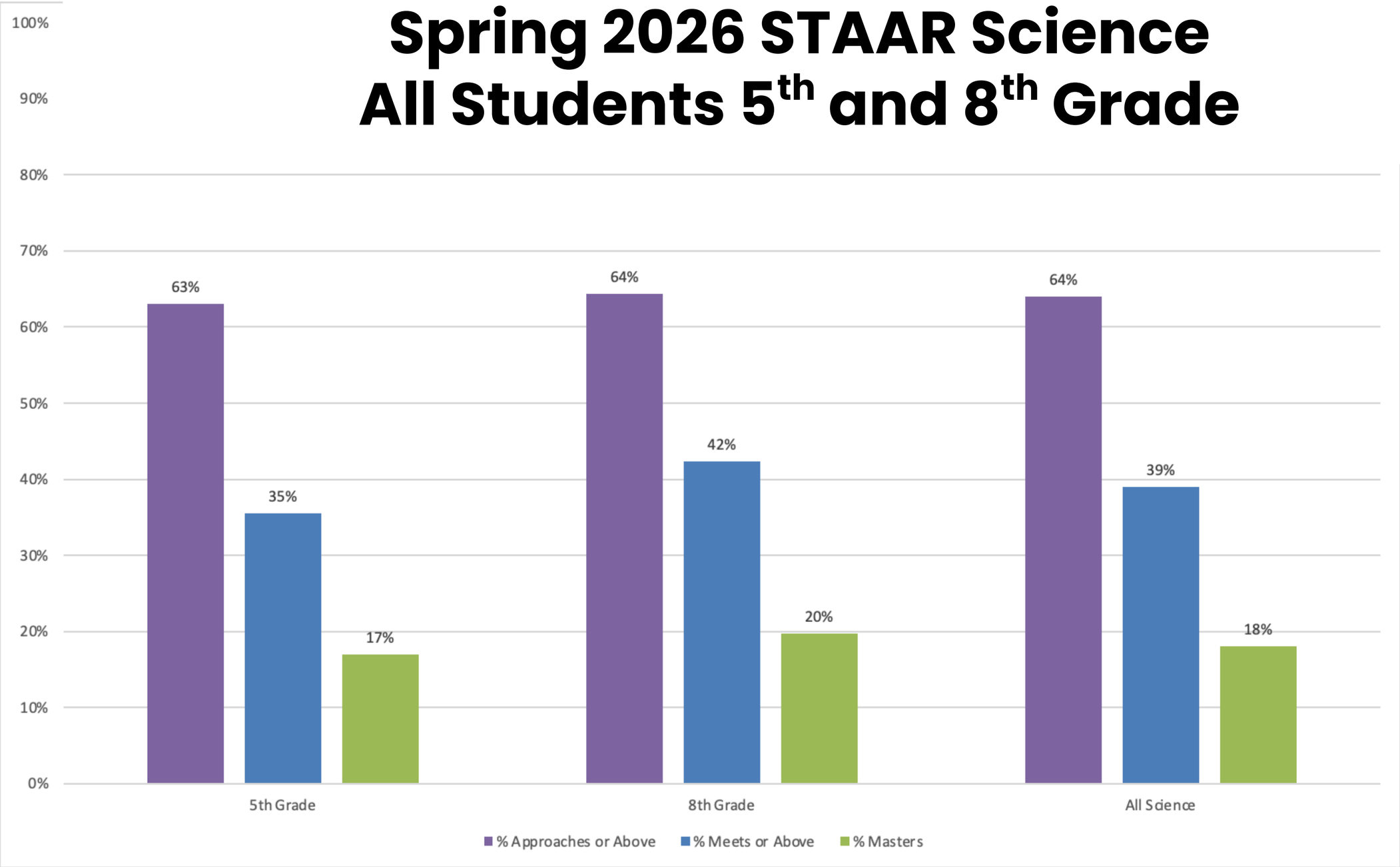
Overall Student Performance
Spring 2026 STAAR Reading/Language Arts
All Students 3-8



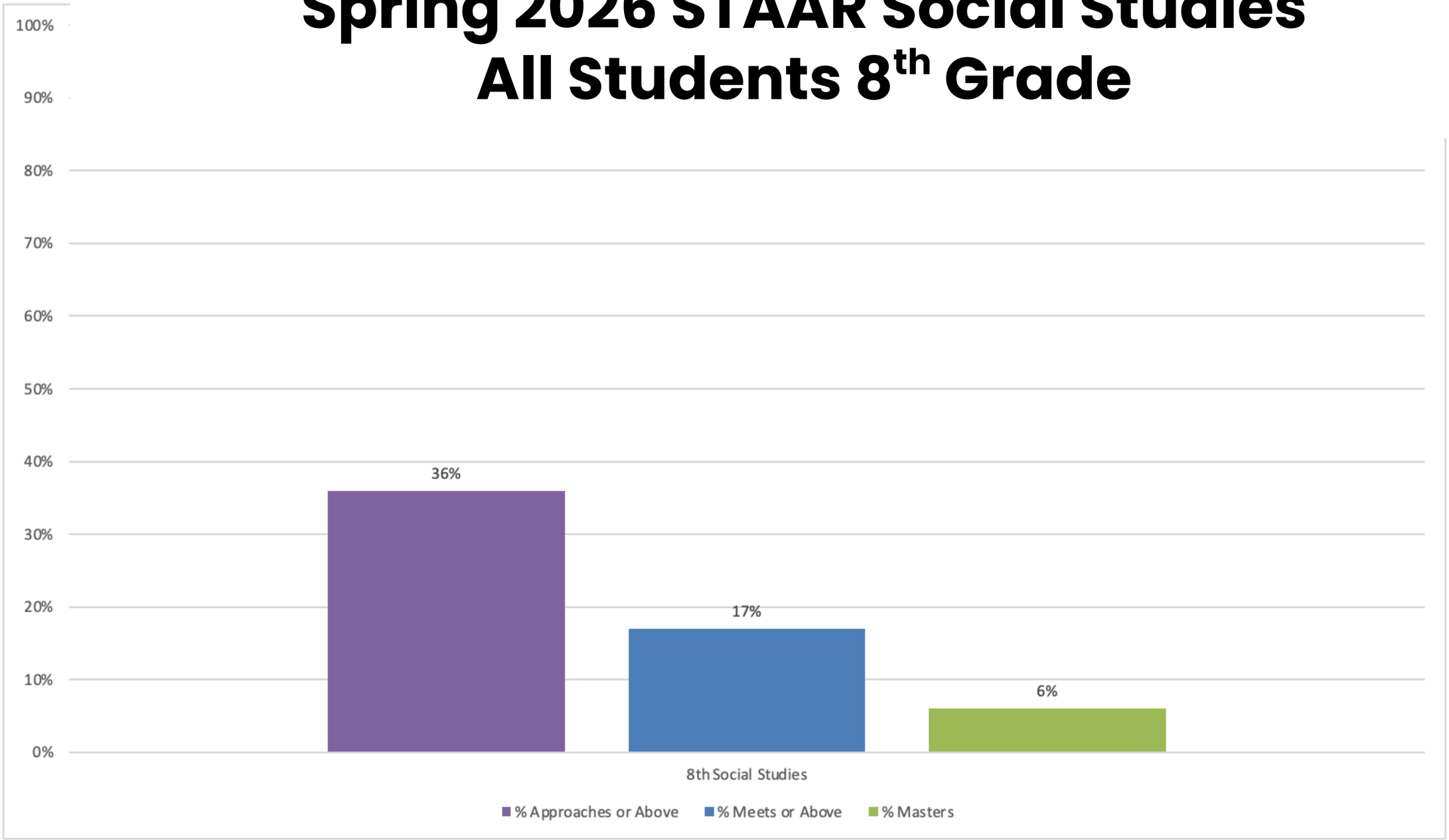
Overall Student Performance
Spring 2026 STAAR Math
All Students 3-8



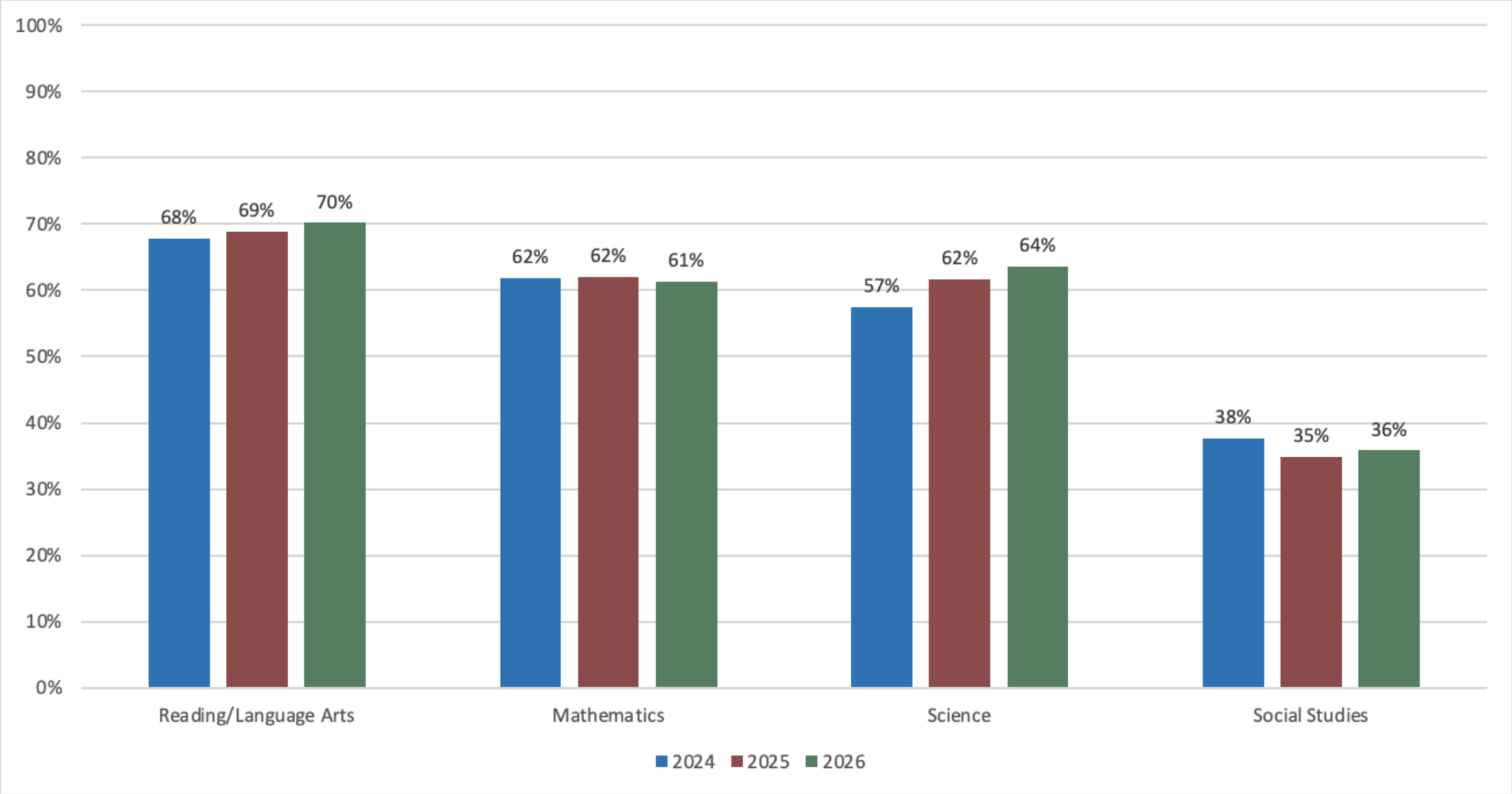
Overall Student Performance
Spring 2026 STAAR Science
All Students 5th and 8th Grade



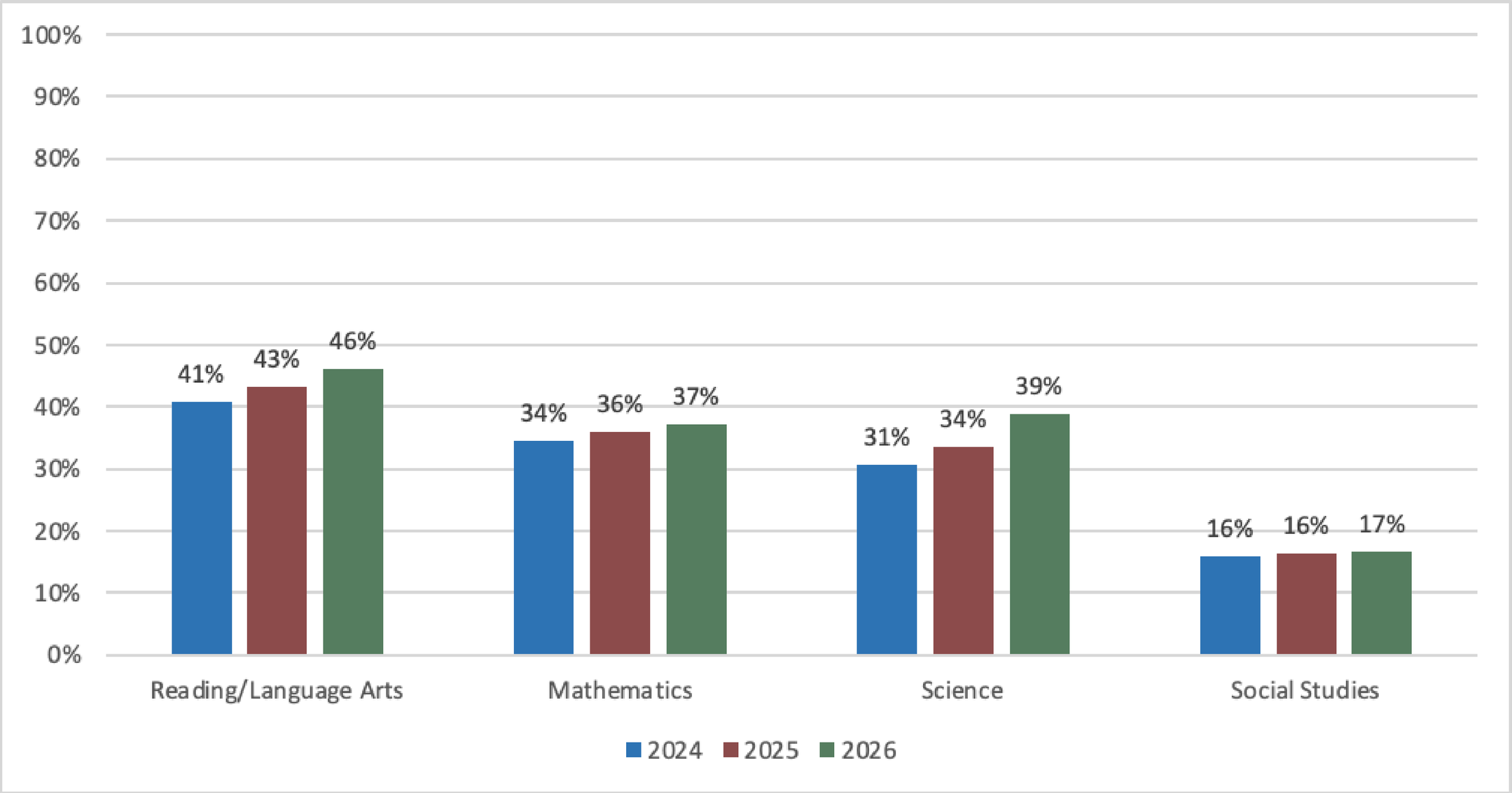
Overall Student Performance
Spring 2026 STAAR Social Studies
All Students 8th Grade



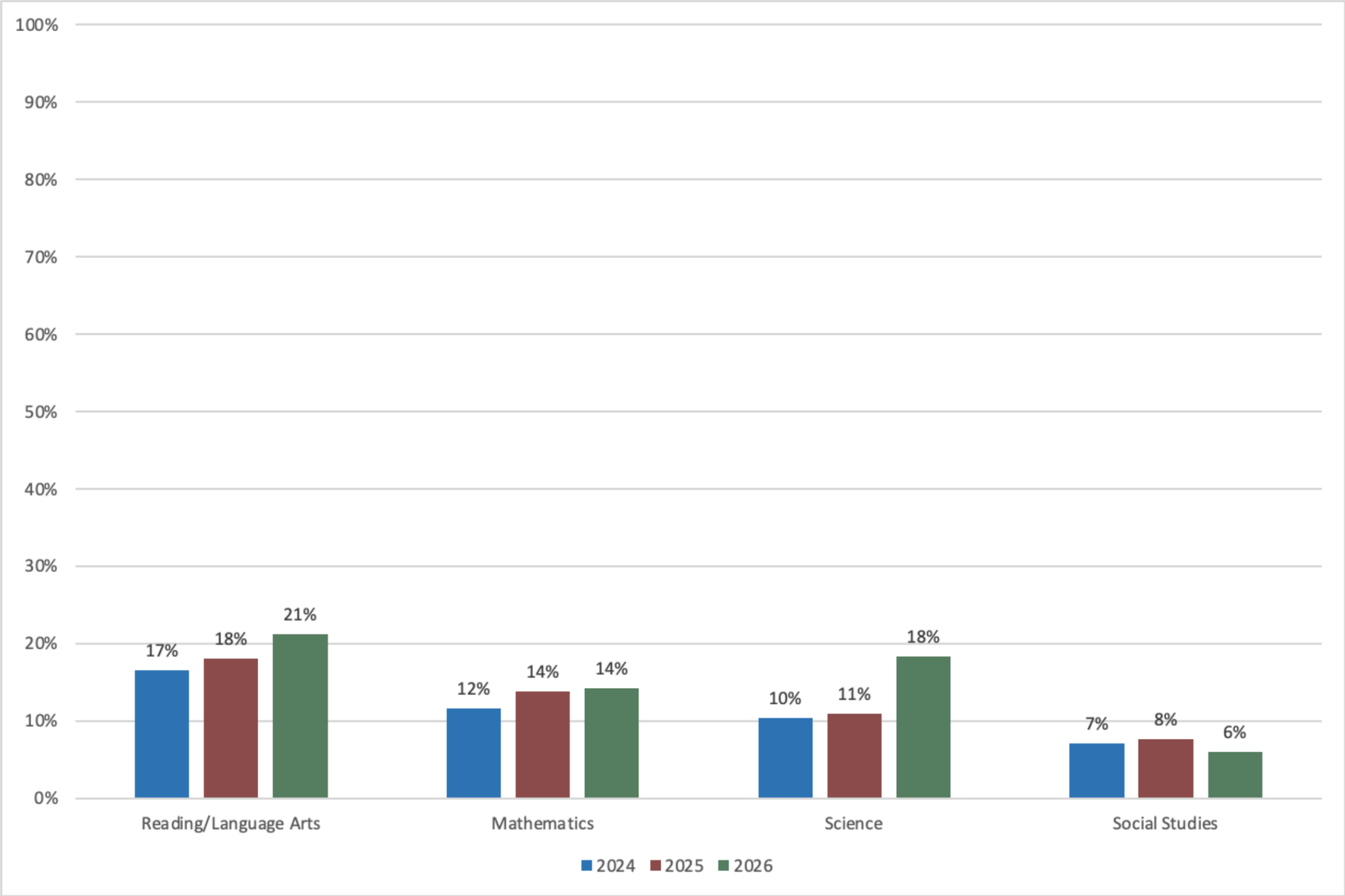
STAAR 3-8 Historical Data: Approaches Grade Level Performance



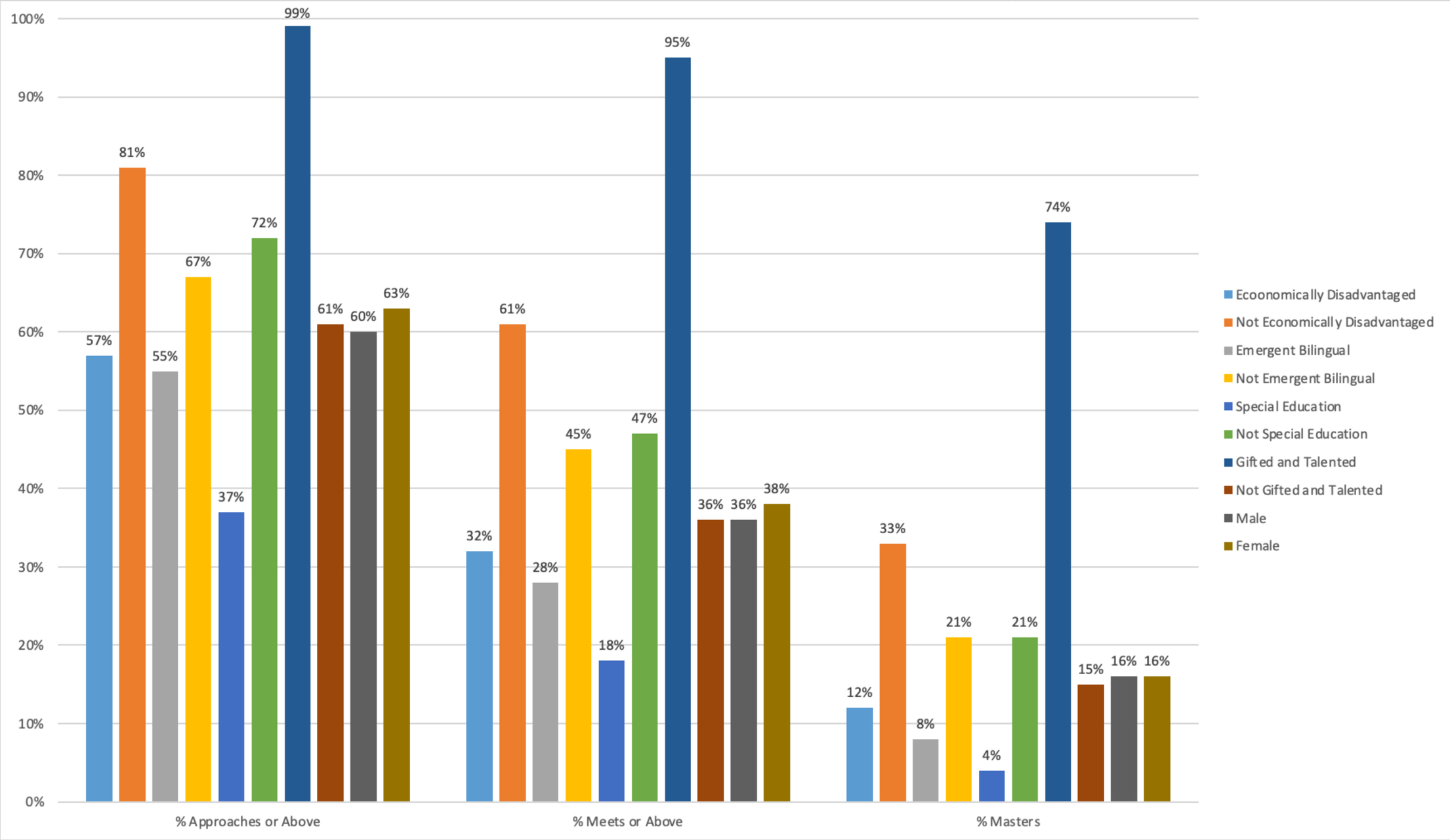
STAAR 3-8 Historical Data: Meets Grade Level Performance



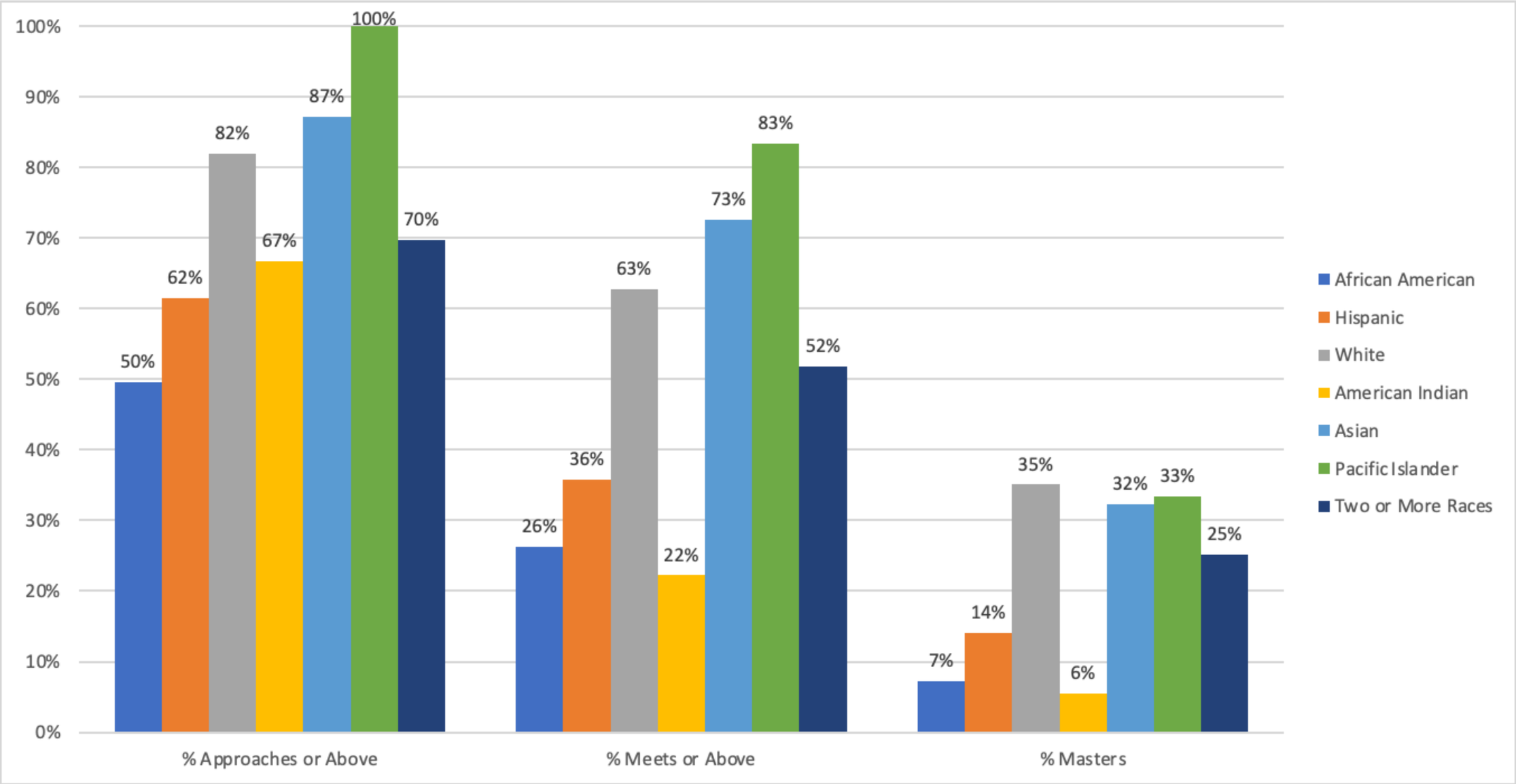
STAAR 3-8 Historical Data: Masters Grade Level Performance



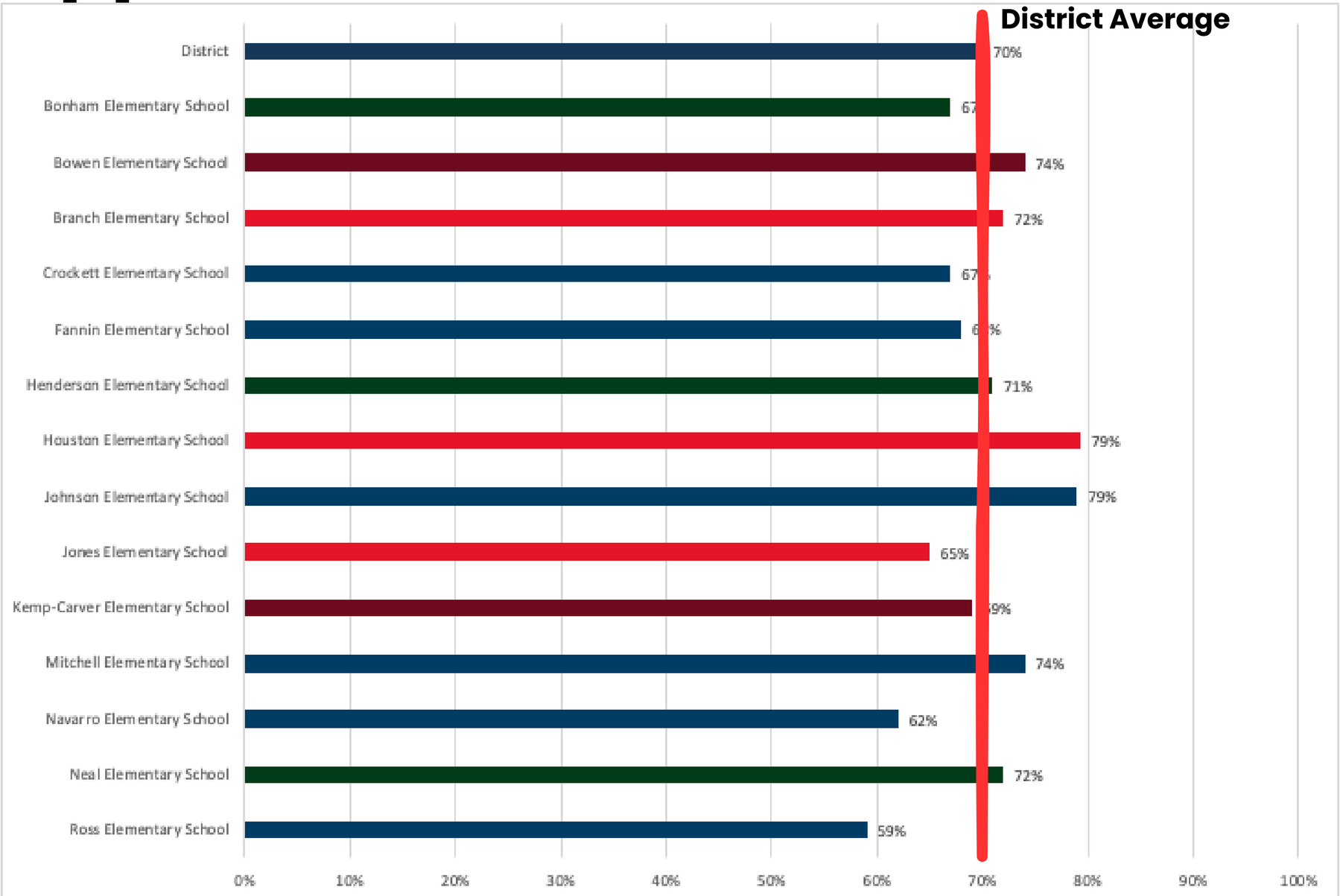
STAAR 3-8 District Demographics



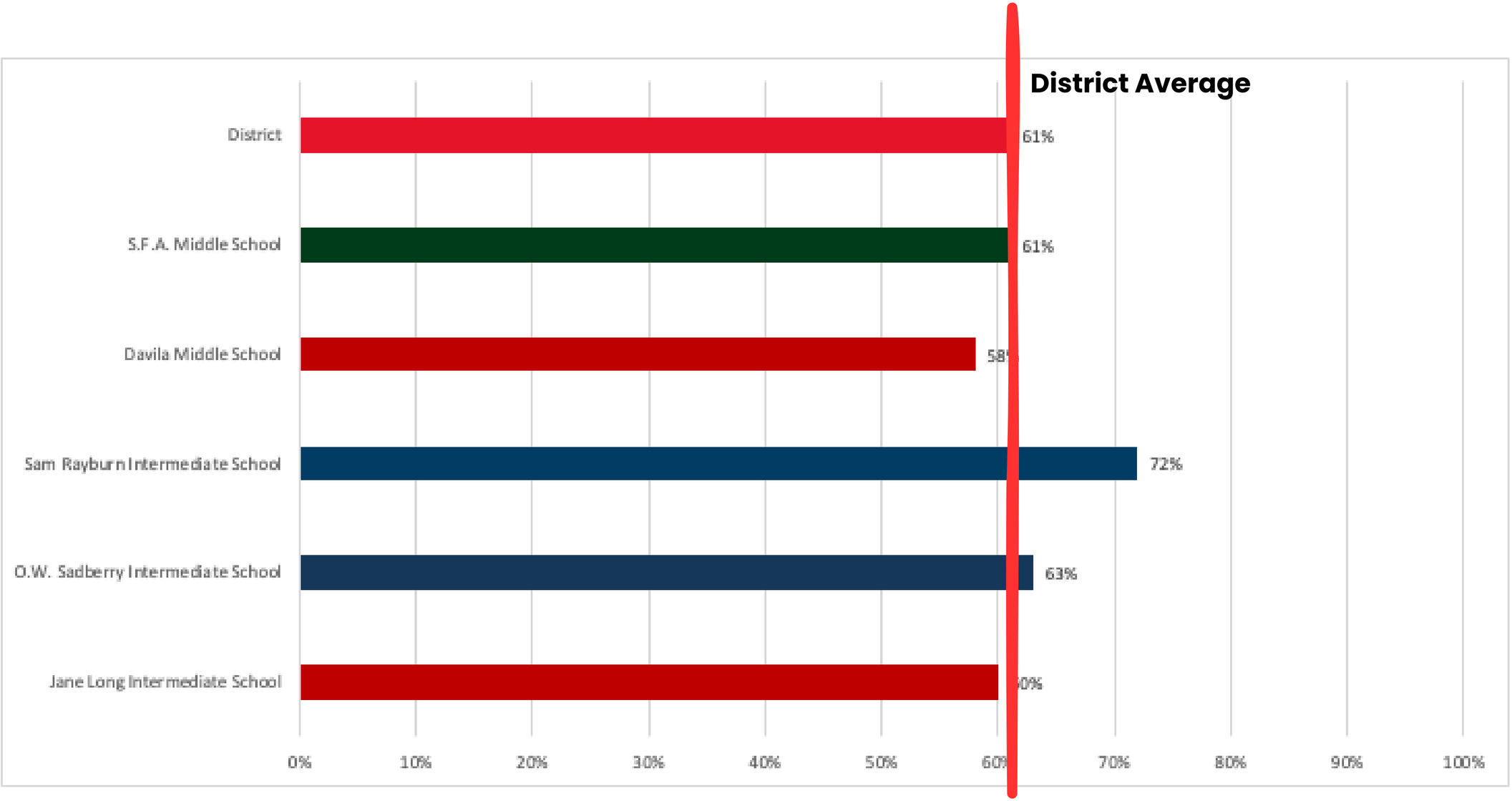
STAAR 3-8 District Demographics



3rd & 4th Grade STAAR Approaches Grade Level or Above

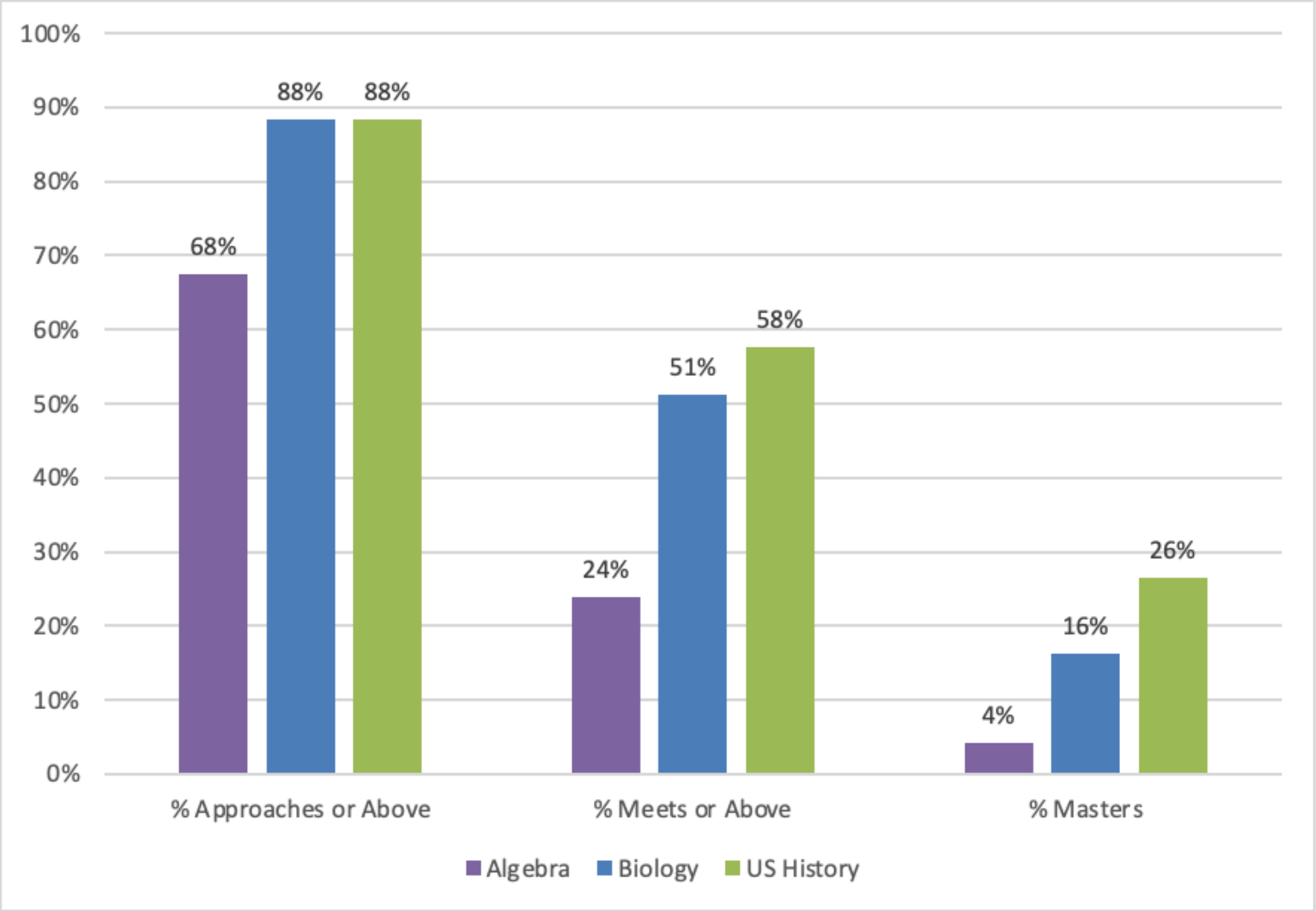


5th-8th Grade STAAR
Approaches Grade Level or Above

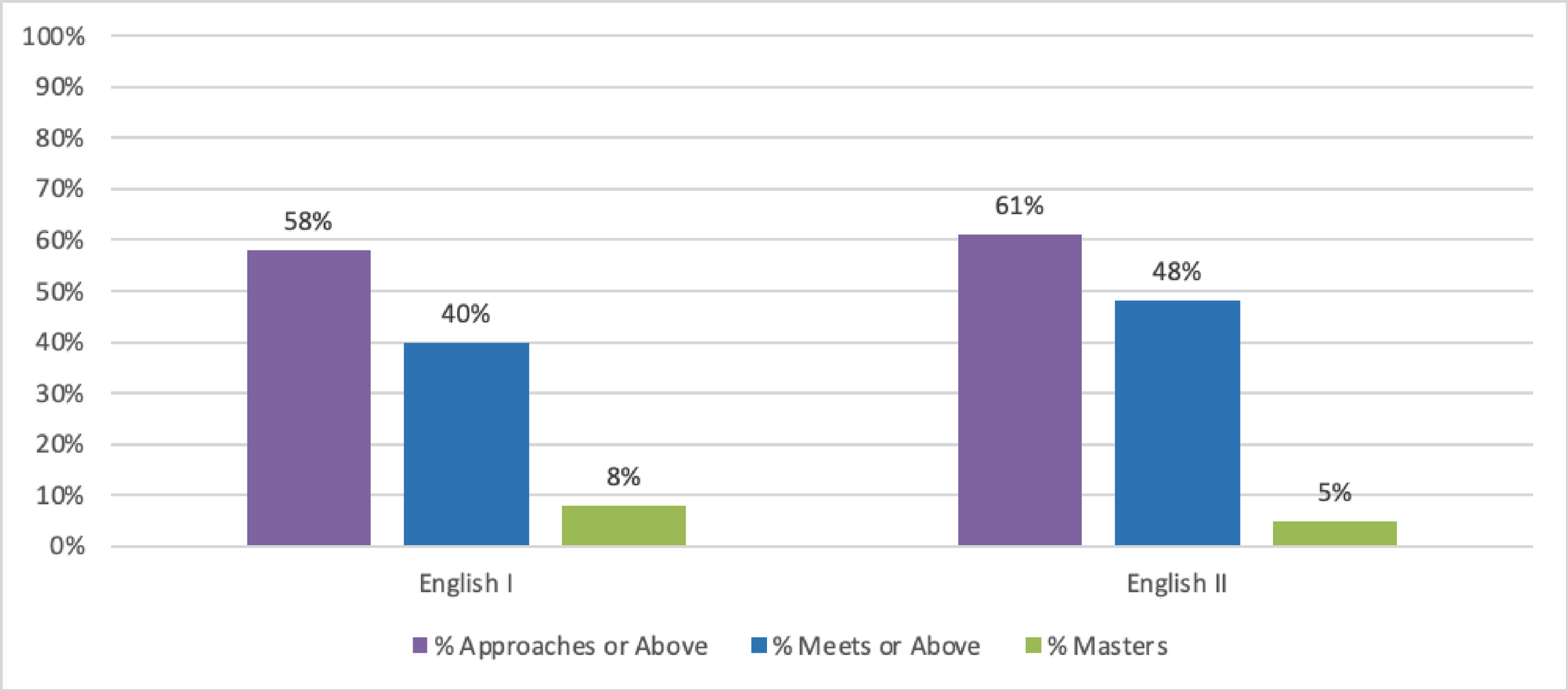


2026 STAAR End-of-Course Results

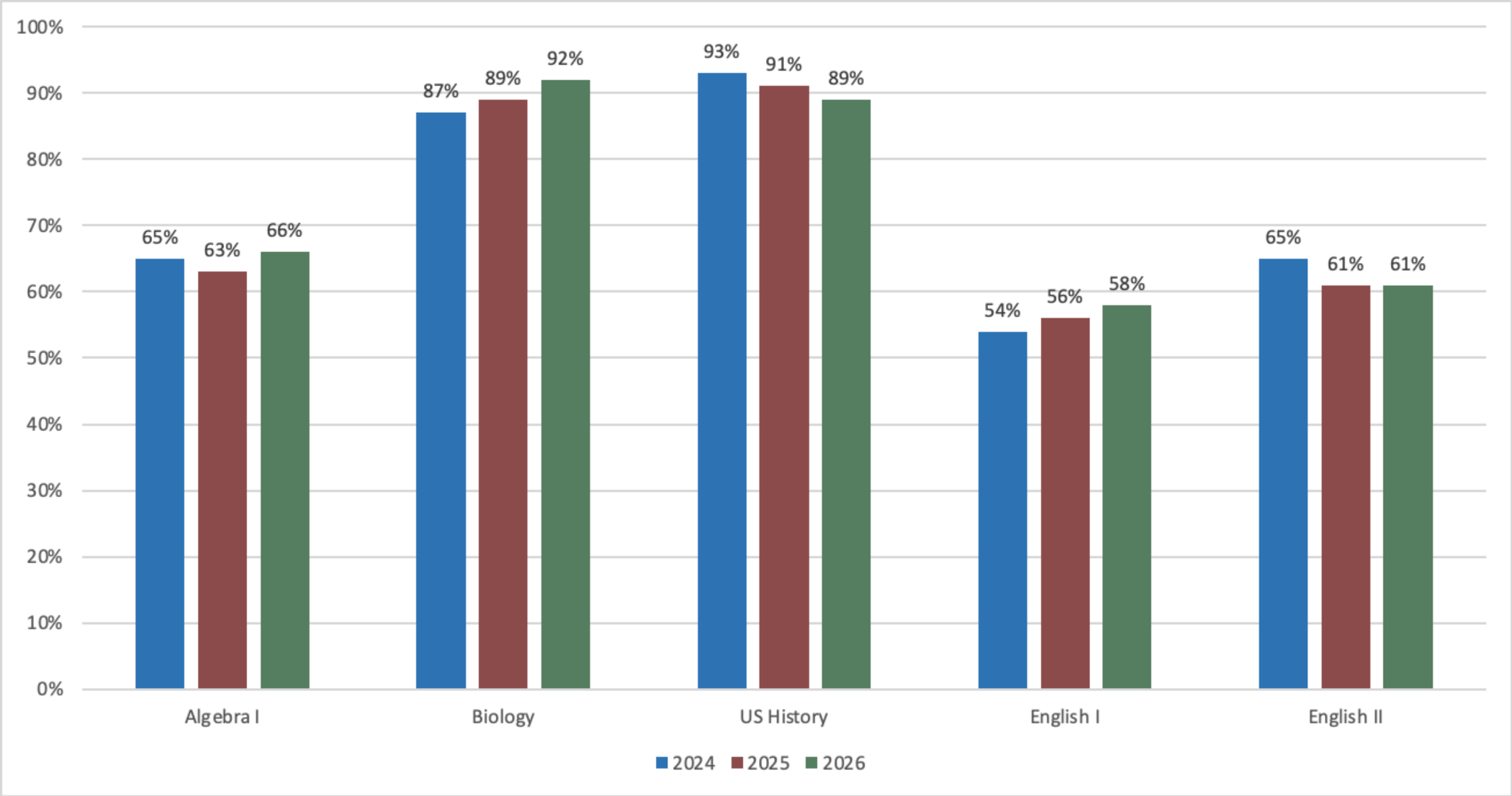
Overall Student Performance
Spring 2026 STAAR/EOC Algebra I, Biology, and US History



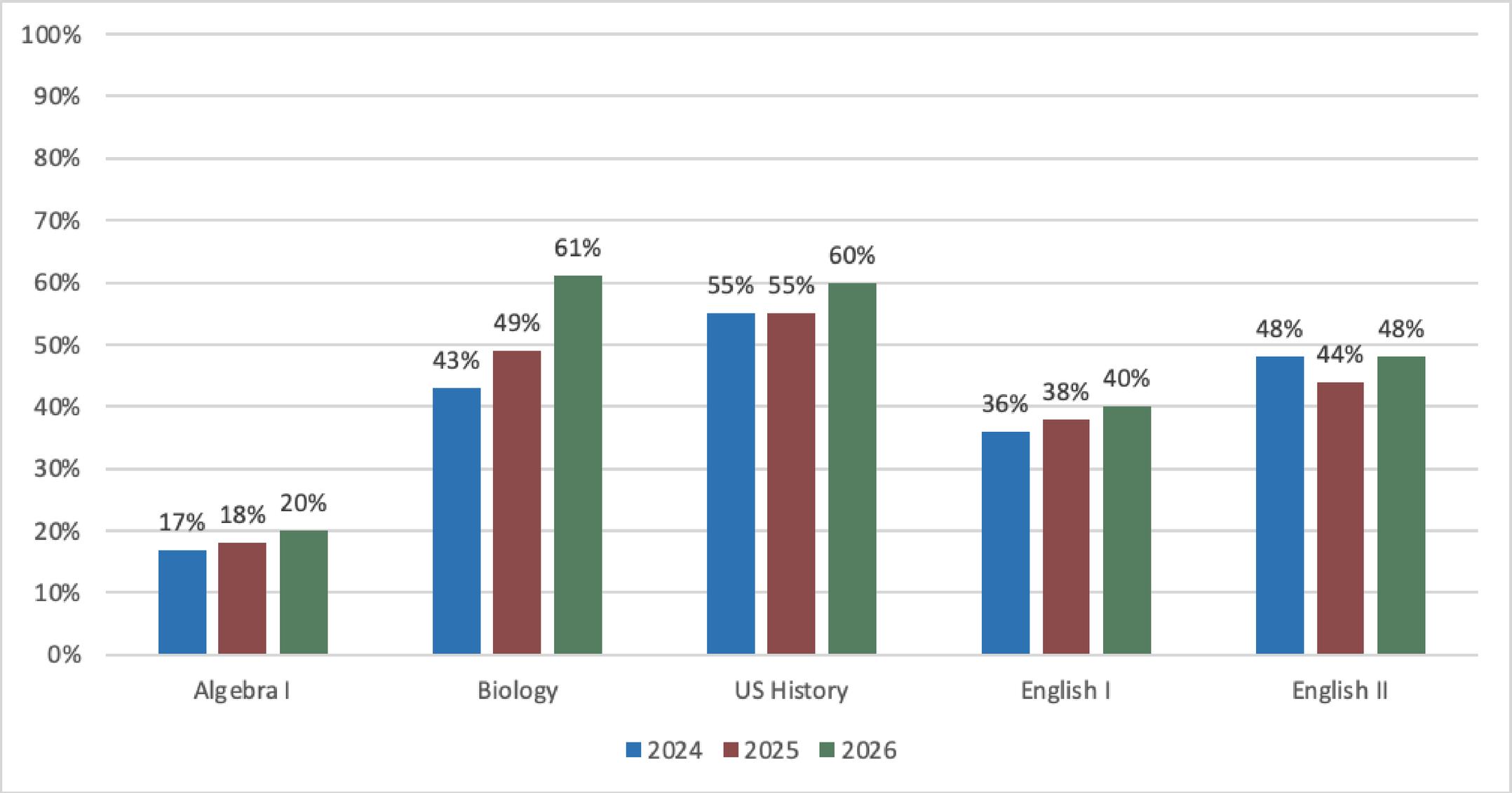
Overall Student Performance
Spring 2026 STAAR/EOC English I and II



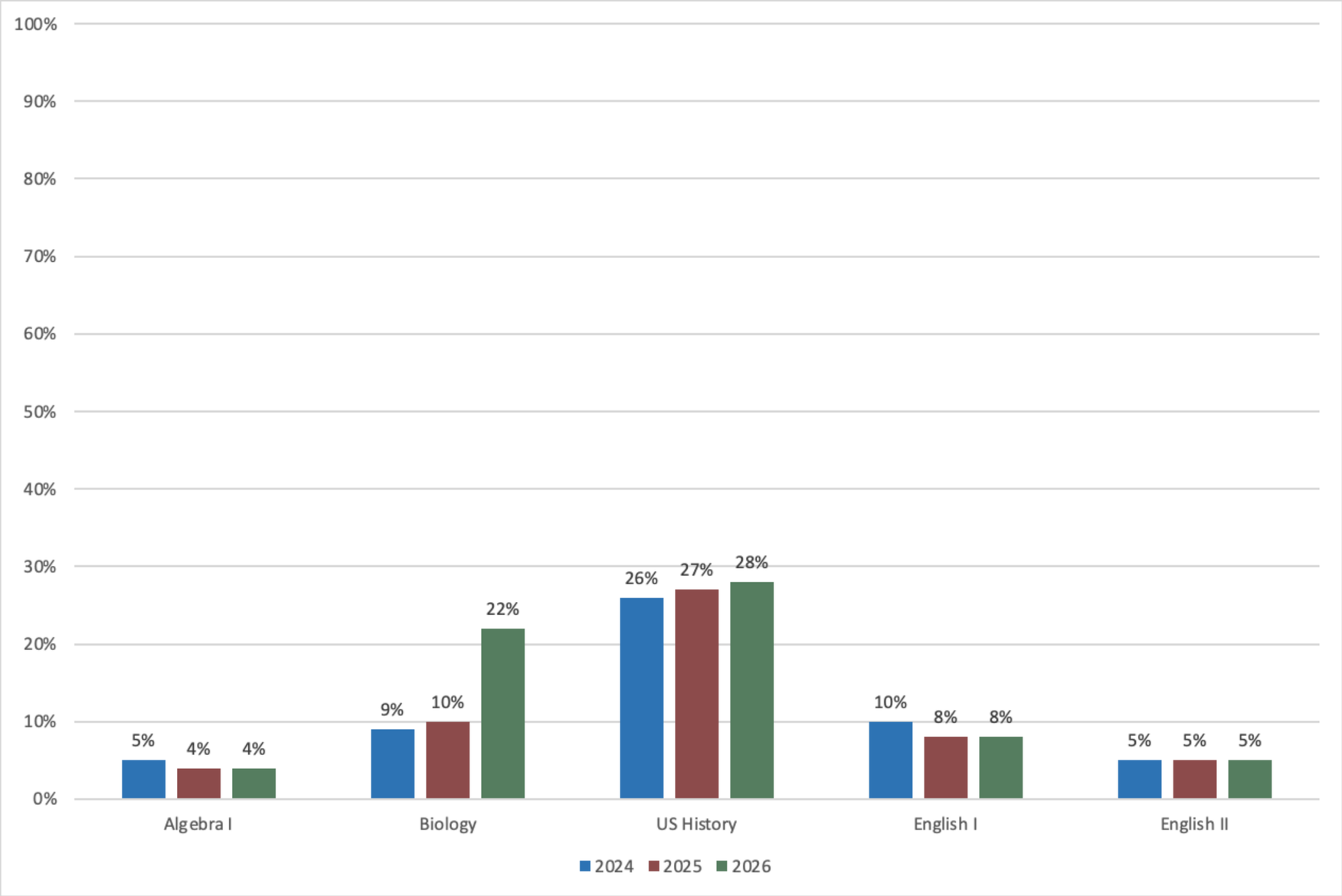
STAAR EOC Historical Data: Approaches Grade Level Performance



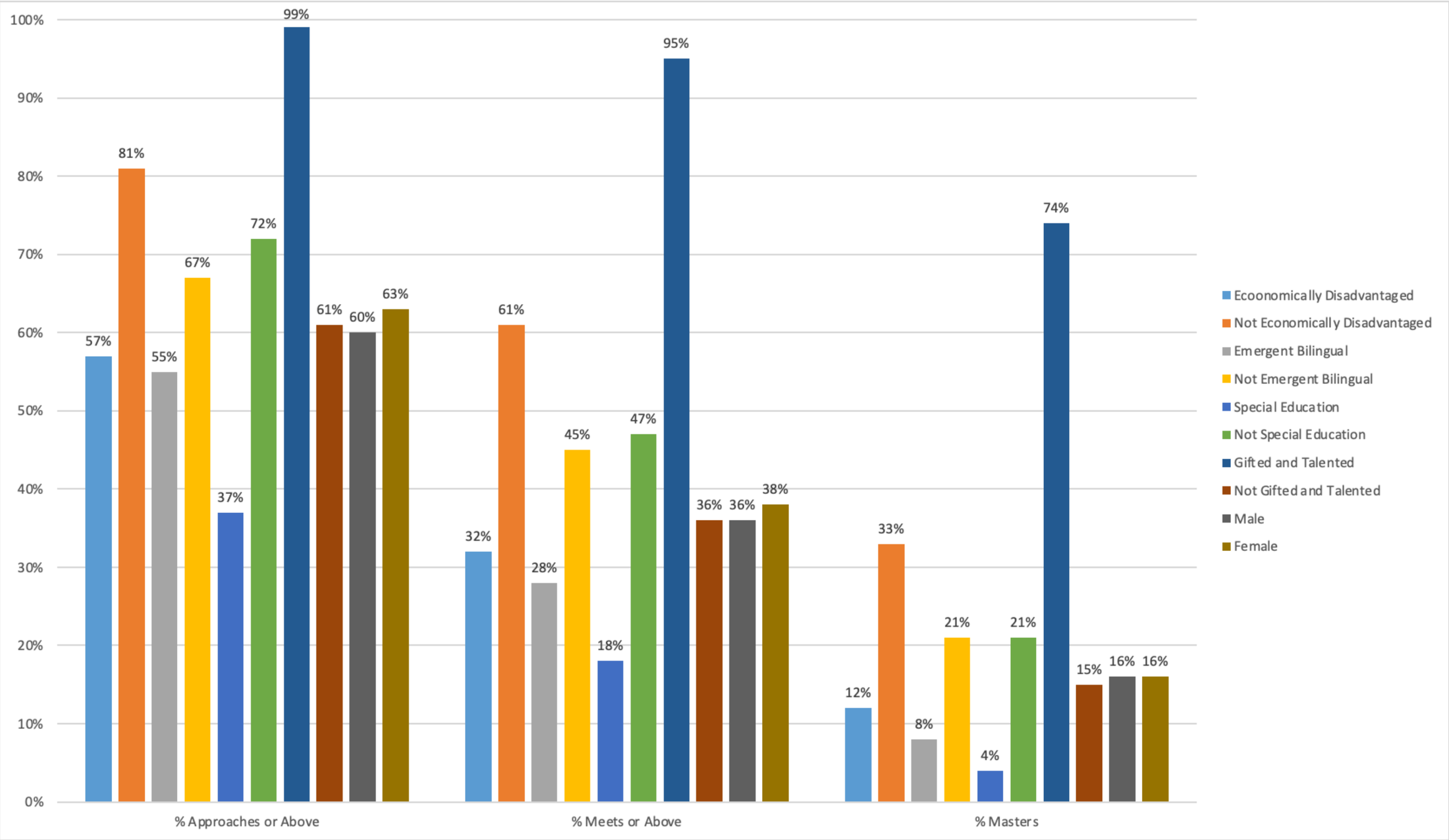
STAAR EOC Historical Data: Meets Grade Level Performance



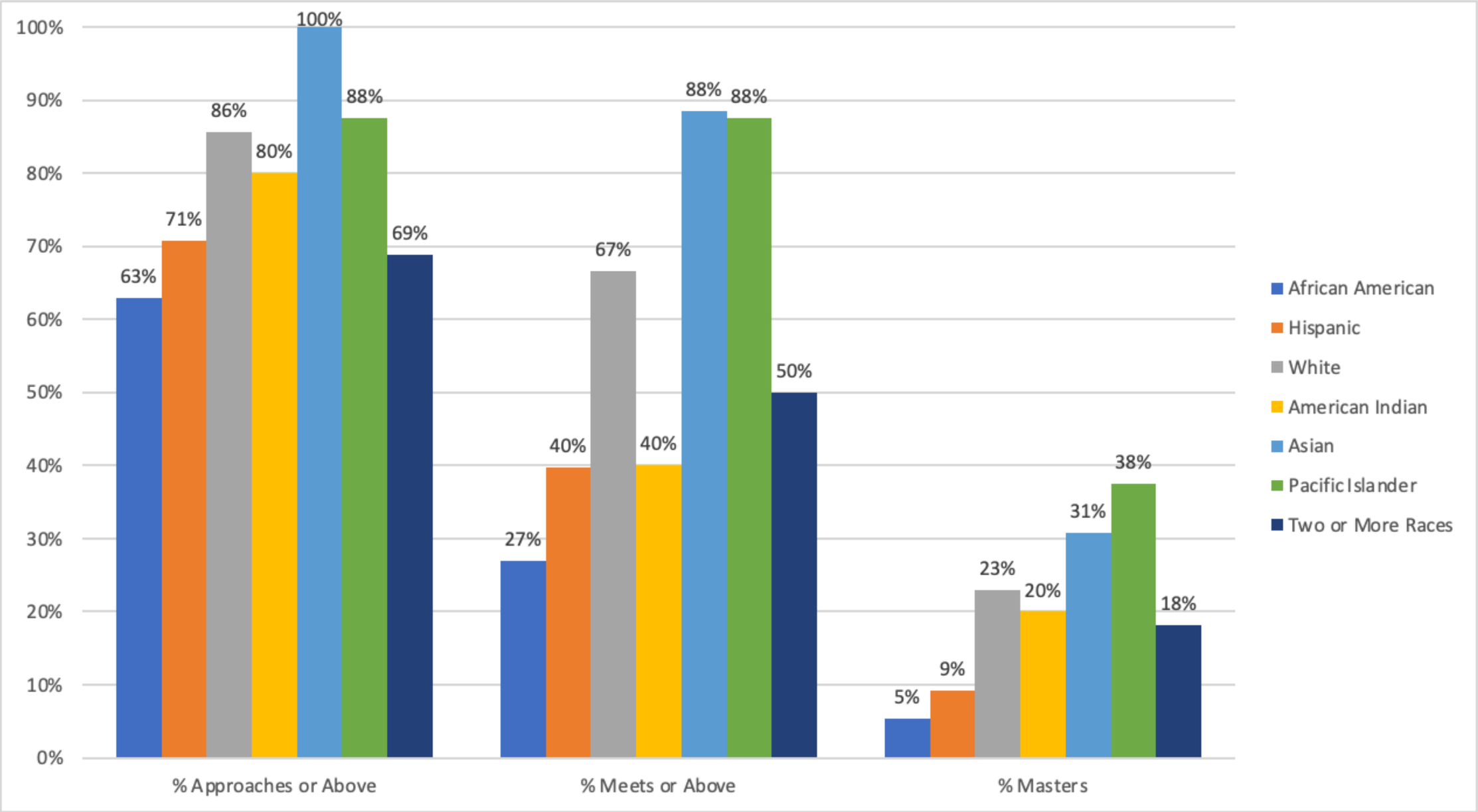
STAAR EOC Historical Data: Masters Grade Level Performance



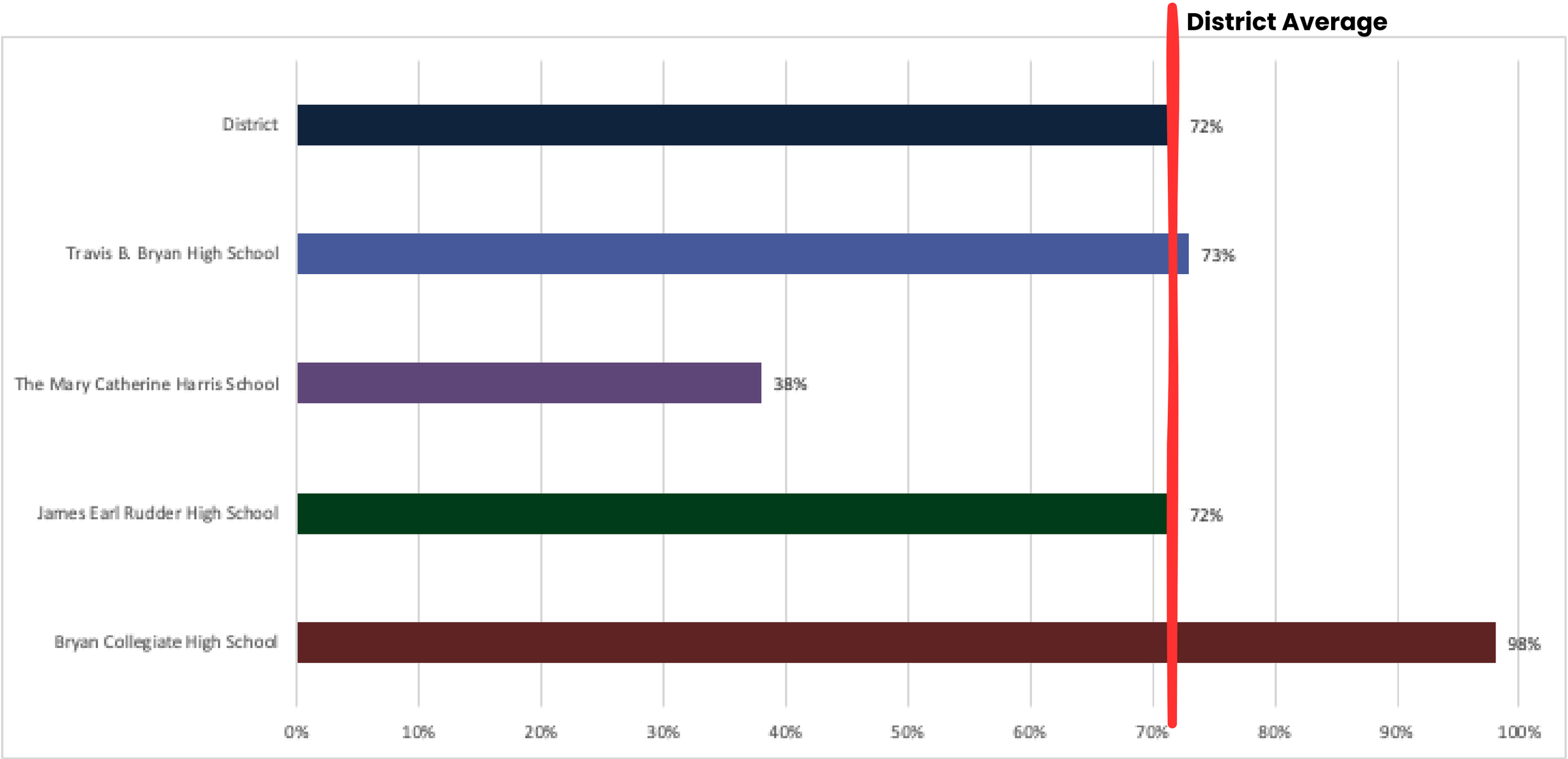
STAAR EOC District Demographics



STAAR EOC District Demographics



High School STAAR/EOC Approaches Grade Level or Above



10.F. Consider Approval of the District Improvement Plan for 2026-2027

Bryan Independent School District

Accountability Rating: C

2026-2027 District Improvement Plan

Public Presentation Date:
September 28, 2026

Generated by Plan4Learning.com
September 23, 2026 at 12:12 PM

Mission Statement

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

Vision

Children First. Always.

Student Experience Statements

Every day, each student will be treated with care, respect, and dignity by well-prepared educators, who will create a nurturing learning environment.

Every day, each student will engage with skilled educators in high-quality instruction that provides academic challenge, ignites curiosity, and meets individual learning needs.

Every day, each student will have opportunities to build the social skills necessary to foster meaningful connections with their families and the community.

Every day, each student will take ownership of achieving their individual learning goals and realizing their full potential.

Every day, each student will develop the skills and experiences needed to be ready for college, career, and life beyond graduation.

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary

For the 2026-2027 school year, Bryan ISD is participating in TEA's OnePlan Pilot for developing the district improvement plan. All information included here was developed through that planning process. However, because the OnePlan tool is still in development and does not currently include a method for monitoring the plan, all goals and strategies will be entered into Plan4learning to allow staff members to more easily monitor and update progress during the year. The district's TEA OnePlan is attached as an addendum.

The needs assessment uses the Effective District Framework (EDF) levers as strategic guardrails to ensure alignment with TEC §11.252 and ESSA requirements. Bryan ISD will evaluate each lever for academic and operational success. The levers listed below frame the guiding questions and support school systems in conducting a holistic review of system strengths and identifying root causes. This ensures a focused, data-informed foundation for identifying priorities and informing subsequent planning efforts. The needs assessment has been uploaded as an addendum to the District Improvement Plan.

This unified planning tool guides school systems through a needs assessment and planning process that supports goal setting and fulfills statutory planning requirements under the Every Student Succeeds Act (ESSA) and the Texas Education Code (TEC) for District Improvement Plans (DIPs). This tool uses the Effective District Framework (EDF) as a guiding lens to support an organized planning process. While the process and template are standardized for consistency, each school system's plan is tailored to reflect its unique needs and priorities. It does not replace the school system's long-term strategic plan and must be reviewed and revised annually.

This tool prompts school systems to reflect deeply on current practices, review student outcomes and systemic conditions, and identify strengths and areas for growth. Through this process, school systems develop aligned goals, objectives, strategies, and performance management plans that drive continuous improvement.

While ESSA does not require a single consolidated plan, this tool streamlines planning requirements across six ESSA Title programs— Title I, Parts A, C, D; Title II, Part A; Title III, Part A; and Title IV, Part A. This alignment promotes greater coherence with DIP requirements, helping school systems meet compliance while maintaining a focus on high-leverage priority areas.

The planning tool is organized into a structured framework with distinct sections that guide school systems through a coherent, step-by-step planning process.

Demographics

Summary

Bryan ISD serves a diverse student population of approximately 16,000 students. The district's student population is predominantly Hispanic (61.4%), followed by African American students (17.0%) and White students (17.7%). Students identifying as Asian, American Indian, Pacific Islander, or Two or More Races comprise smaller portions of the overall enrollment. The gender distribution is relatively balanced, with 48.7% female students and 51.3% male students.

Bryan ISD serves a significant population of students who may require additional academic and/or instructional support. Approximately 77.6% of students are identified as economically disadvantaged, compared with 60.5% statewide. Nearly three-fourths of students (72.2%) are identified as at-risk. Additionally, 29.4% of students are Emergent Bilingual/English Learners, compared with 24.3% statewide. Approximately 18.9% of students receive special education services, 6.8% are served through Section 504, and 7.4% are identified as students with dyslexia.

The district also serves students with a variety of additional needs and experiences. These include approximately 1.3% identified as homeless, 0.2% in foster care, 2.5% immigrant students, 0.5% migrant students, and 4.8% military-connected students. More than one-fifth of the student population (21.3%) was identified as mobile during the reporting period.

Strengths

Bryan ISD's student population reflects significant racial, cultural, linguistic, and socioeconomic diversity. This diversity is a strength of the district and provides students with opportunities to learn from a wide range of perspectives, experiences, and backgrounds. The district's substantial Emergent Bilingual/English Learner population and established bilingual and ESL programs also reflect experience in serving linguistically diverse learners.

The district provides multiple pathways and opportunities designed to meet varied student interests and needs. CTE participation is particularly strong, with approximately 28% of students participating in CTE programs and nearly three-fourths of students in grades 9–12 participating. The district also serves students through gifted/talented, special education, bilingual/ESL, and other specialized programs, demonstrating a broad range of instructional and support structures.

Overall, the demographic profile of Bryan ISD represents both diversity and opportunity. The district's existing programs and services provide a foundation for leveraging student and community strengths while ensuring that all students have access to high-quality instruction, meaningful opportunities, and appropriate supports.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	There is a need to move from a one-size-fits-all delivery to a Data-Informed Response model so that real-time instructional adjustment can be made.	The root cause is the inconsistent use of data-informed instructional protocols and the inconsistent implementation of the district curriculum.
2 ★	The district needs to align educator pipelines, staffing structures, and resources while monitoring costs and revenue to achieve improved student outcomes.	The primary root cause is a novice workforce.

★ = Priority

Student Learning

Summary

Overall Academic Performance

The 2024–25 TAPR indicates that 75% of Bryan ISD students performed at the Approaches Grade Level or Above across all grades and subjects, while 50% performed at Meets Grade Level or Above and 21% performed at Masters Grade Level. This represents improvement from 2023–24 at both the Meets and Masters levels, when 48% and 20% of students, respectively, reached those performance levels.

Performance varies considerably by content area. Across all grades, ELA/Reading performance was 76% at Approaches, 54% at Meets, and 23% at Masters. Mathematics performance was 72% at Approaches, 45% at Meets, and 20% at Masters. Science performance was comparatively stronger at 78% Approaches, 47% Meets, and 17% Masters, while Social Studies performance was 77% Approaches, 50% Meets, and 27% Masters.

The data suggest that students are generally demonstrating foundational proficiency at the Approaches level, while a smaller proportion are demonstrating the deeper understanding represented by Meets and Masters performance levels. This distinction is important for instructional planning because increasing the percentage of students who reach Approaches alone will not necessarily result in the level of mastery necessary for sustained academic success.

Elementary Student Performance

Elementary performance shows several areas of relative strength. For example, Grade 4 Reading had 81% of students at Approaches or Above, with 54% at Meets and 24% at Masters. Grade 4 Mathematics had 69% at Approaches, 47% at Meets, and 24% at Masters.

Grade 5 performance reflects a greater need for attention, particularly in mathematics and science. Grade 5 Mathematics performance was 74% at Approaches, but only 47% at Meets and 22% at Masters. Grade 5 Science performance was 65% at Approaches, 31% at Meets, and 12% at Masters.

Middle School Student Performance

Middle school data demonstrate continued variation across subjects and grade levels. Grade 7 Reading had 76% of students at Approaches or Above and 54% at Meets, while Grade 7 Mathematics had 55% at Approaches and only 33% at Meets.

Grade 8 Reading was a relative area of strength, with 82% at Approaches, 58% at Meets, and 32% at Masters. Grade 8 Mathematics, however, showed considerably lower performance at 71% Approaches, 47% Meets, and 18% Masters. Grade 8 Social Studies was also an area requiring attention, with 58% at Approaches, 32% at Meets, and 17% at Masters.

High School Performance

At the high school level, Biology and U.S. History represent areas of comparatively strong performance. In 2025, 92% of students reached Approaches or Above in Biology, including 61% at Meets and 21% at Masters. U.S. History performance was even stronger, with 95% at Approaches, 68% at Meets, and 37% at Masters.

Algebra I performance was 78% at Approaches, 45% at Meets, and 27% at Masters. English I performance was 69% at Approaches, 49% at Meets, and 15% at Masters.

Student Growth

Growth data provide an important additional perspective beyond achievement. Across all grades, 65% of students demonstrated annual growth in both ELA/Reading and Mathematics, with 67% demonstrating growth in ELA/Reading and 64% demonstrating growth in Mathematics. Both areas improved from 2024, when 64% demonstrated growth in both subjects, 67% in ELA/Reading, and 60% in Mathematics.

The growth data are particularly important because they indicate that a substantial proportion of students are making academic progress even when they have not yet reached the Meets or Masters performance levels. The needs assessment should therefore consider both achievement and growth when identifying instructional priorities.

Strengths

Strong foundational achievement across the district.
Three-fourths of students (75%) performed at Approaches Grade Level or Above across all grades and subjects. This indicates that a substantial majority of students are demonstrating foundational knowledge and skills aligned with grade-level expectations.

Improvement in Meets and Masters performance.
Districtwide Meets performance increased from 48% in 2024 to 50% in 2025, while Masters performance increased from 20% to 21%. Although the increases are modest, they indicate movement in the desired direction toward deeper levels of student mastery.

Mathematics growth has improved.
Annual growth in mathematics increased from 60% in 2024 to 64% in 2025 across all grades. This provides evidence that instructional efforts are supporting academic progress in mathematics, even though achievement remains an area requiring continued attention.

ELA/Reading demonstrates consistent achievement and growth.
ELA/Reading had 76% of students at Approaches or Above and 54% at Meets or Above across all grades. In addition, 67% of students demonstrated annual growth in ELA/Reading.

Several secondary content areas demonstrate strong performance.
Biology and U.S. History are notable areas of achievement. In Biology, 92% of students reached Approaches or Above and 61% reached Meets or Above. In U.S. History, 95% reached Approaches or Above and 68% reached Meets or Above.

College, career, and military readiness provides evidence of postsecondary preparation.
Among 2023–24 annual graduates, 81.8% were identified as College, Career, or Military Ready, an increase from 76.3% in 2022–23. College readiness specifically increased from 61.9% to 70.0%.

Graduation outcomes are relatively strong.
The Class of 2024 had a 90.7% four-year federal graduation rate without exclusions, and the five-year extended longitudinal graduation rate for the Class of 2023 was 92.1%.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	There is a need to move from a one-size-fits-all delivery to a Data-Informed Response model so that real-time instructional adjustment can be made.	The root cause is the inconsistent use of data-informed instructional protocols and the inconsistent implementation of the district curriculum.
2 ★	The district needs to transform the way leaders monitor and support these teachers, moving from compliance to coaching, which could catalyze significant shifts in student outcomes.	The primary root cause is a lack of a systemic monitoring, coaching, and feedback framework. The absence of structured monitoring and the diversion of PLC time to administrative tasks prevent teachers from receiving the iterative feedback and collaborative planning necessary to close the gap between the written and taught curricula.

★ = Priority

District Processes & Programs

Summary

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

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

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

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

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

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

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

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

Strengths

The Curriculum and Instruction Department has developed an aligned curriculum that is available in Schoology for each

core subject area to provide clarity for teachers on how to best implement state standards, facilitate learning with rigor using aligned resources, and maximize their instructional time. Sample schedules with a recommended number of minutes are provided as a tool for delivering instruction.

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

We have partnered with Texas A&M University to once again participate in the GEAR-UP program.

Advanced Academics

The district is participating in the College Board Pre-AP pilot, employing the College Board's curriculum and resources for 9th-grade Pre-AP classes. The SpringBoard curriculum program has been implemented in Pre-AP Language Arts classes for grades 6-8.

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

Bilingual/ESL/Migrant

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

Technology Services

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

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

Problem Statements Identifying District Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	The district needs to transform the way leaders monitor and support these teachers, moving from compliance to coaching, which could catalyze significant shifts in student outcomes.	The primary root cause is a lack of a systemic monitoring, coaching, and feedback framework. The absence of structured monitoring and the diversion of PLC time to administrative tasks prevent teachers from receiving the iterative feedback and collaborative planning necessary to close the gap between the written and taught curricula.
2 ★	The district needs to align educator pipelines, staffing structures, and resources while monitoring costs and revenue to achieve improved student outcomes.	The primary root cause is a novice workforce.
3 ★	There is a need to move from a one-size-fits-all delivery to a Data-Informed Response model so that real-time instructional adjustment can be made.	The root cause is the inconsistent use of data-informed instructional protocols and the inconsistent implementation of the district curriculum.

★ = Priority

Perceptions

Summary

The Spring 2026 Bryan ISD survey series compiles feedback across five key stakeholder groups **[Parents (574)**, **Employees (1,038)**, **Students in Grades 3–4 (722)**, **Students in Grades 5–12 (3,936)**, and **Community Members (17)]** to evaluate educational quality, climate, safety, and operational support across the district.

- **Overall Educational Quality:** Sentiment remains remarkably high across all adult stakeholder groups. **97%** of parents and **97%** of employees rate the quality of education as average or better (with **27%** of staff and **42%** of parents rating it as "Excellent"). Additionally, **100%** of community respondents view the quality of education as average or better, with **88%** agreeing that Bryan ISD produces responsible and productive citizens.
- **Academic Expectations & Instructional Support:** High expectations are felt at every level. **100%** of elementary students (Grades 3–4) and **90%** of secondary students (Grades 5–12) state their teachers expect them to do their best. Among instructional staff, **90%** feel equipped to provide academic interventions, **93%** feel equipped to help students set and meet academic goals, and **84%** find Instructional Coach support effective for improving teaching practice.
- **School Safety & Crisis Preparedness:** Safety measures receive consistently top marks district-wide. Emergency protocol knowledge is nearly universal, with **98%** of staff, **97%** of parents, **97%** of elementary students, and **89%–92%** of secondary students knowing what to do during an emergency or dangerous situation. Awareness of the **B-Safe Tip Line** is strong across all groups (**94%** of staff, **88%** of community members, **87%** of secondary students, and **78%** of parents). Overall feelings of physical safety remain high at **92%** for employees, **91%** for parents, **90%** for elementary students, and **73%** for secondary students.
- **Workplace Satisfaction & Staff Retention Factors:** Job satisfaction among employees sits at **79%** (satisfied or very satisfied), which significantly exceeds national benchmarks like the Conference Board's 57% baseline cited in the report. **91%** of staff enjoy coming to work most days. Key satisfaction drivers include coworker relationships (**83%**), meaningful work (**83%**), and supportive principals (**80%**). However, area satisfaction drops lower regarding competitive salary (**62%**) and feeling recognized, valued, and respected (**62%**).
- **Culture, Climate & The Essential Eight:** The district's **Essential Eight** character program shows wide reach and adoption. **94%** of community members are aware of the curriculum, **89%** of staff agree that employees model the traits, and **91%** of elementary students believe the lessons make their school a better place. While elementary climate indicators are exceptionally high (**95%** state adults treat them with kindness), secondary students report a more mixed climate: **81%** feel respected by staff and **73%** feel a sense of belonging, but only **47%** believe students treat one another with respect and **61%** view their overall campus atmosphere as positive.
- **Parent & Community Engagement:** Parent partnership is a major operational strength. **92%** of parents feel viewed as educational partners, **93%** feel welcome on campus, and **95%** know how to reach their child's teachers. Direct communication preference heavily favors **automated emails (75%)** and **text messages (67%)**, while **evenings (51%)** remain the preferred window for school event participation.

Strengths

- **Academic Focus & Classroom Expectations:**
  - Universal alignment on high expectations (**100%** agreement among Grades 3–4 students and **90%** among Grades 5–12 students).
  - High instructional efficacy, with **90%** of teachers equipped for academic interventions and **93%** utilizing district management/curriculum tools like CHAMPS or DSC.
- **Comprehensive Safety & Emergency Efficacy:**
  - Exceptionally strong emergency response understanding across all campuses (**89%–98%** agreement across all cohorts).
  - Active district safety visibility: **95%** of employees and **88%** of parents/community members see clear evidence of ongoing safety and security improvements.
- **Positive Elementary School Culture & Teacher Relationships:**
  - **97%** of elementary students feel cared for by their teachers, **95%** report learning something new daily, and **94%** report being praised for meeting expectations.

    - **91%** of elementary students enjoy learning and say teachers make instruction fun.
- **Strong Work Environment & Supportive Campus Leadership:**
    - High baseline workplace happiness (**91%** enjoy coming to work most days).
    - Strong ratings for campus leadership (**80%** principal satisfaction and **82%** administrator coaching availability).
    - Excellent teacher mentor support for first-year educators (**82%** satisfaction).
- **High Parental Trust & Direct Communication Lines:**
    - **94%** of parents feel comfortable discussing student behavior with school staff, and **88%** report prompt responses to calls, emails, or messages.
    - **87%** of parents report receiving positive communication from their child's teacher(s).
- **Embedded Character Education (Essential Eight):**
    - Strong district-wide integration, with **89%** of staff and elementary students confirming active instruction and staff modeling.
    - **84%** of staff report seeing a tangible positive impact from the Essential Eight in their specific department or campus.

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	The district needs to align educator pipelines, staffing structures, and resources while monitoring costs and revenue to achieve improved student outcomes.	The primary root cause is a novice workforce.
2 ★	There is a need to move from a one-size-fits-all delivery to a Data-Informed Response model so that real-time instructional adjustment can be made.	The root cause is the inconsistent use of data-informed instructional protocols and the inconsistent implementation of the district curriculum.
3 ★	The district needs to transform the way leaders monitor and support these teachers, moving from compliance to coaching, which could catalyze significant shifts in student outcomes.	The primary root cause is a lack of a systemic monitoring, coaching, and feedback framework. The absence of structured monitoring and the diversion of PLC time to administrative tasks prevent teachers from receiving the iterative feedback and collaborative planning necessary to close the gap between the written and taught curricula.

★ = Priority

Goals

Goal 1

By June 2031, increase math, reading, science, and social studies Meets Grade Level performance by 10 percentage points.

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

Increase Meets Grade Level performance in Reading/Language Arts (RLA), Math, Science, and Social Studies by 2 percentage points from baseline for all student groups (All, SPED, Bilingual, Migrant, High Focus, Racial/Ethnic).

Evaluation Data Source: Assessment Results

Strategy 1 ☑ Results Driven Accountability

Provide professional learning and Instructional Coaching focused on research-based instructional strategies, alignment to standards, and curriculum implementation.

Strategy's Expected Result/Impact: Increased teacher competency and fidelity in delivering standards-aligned, Tier 1 instruction. Higher percentage of students demonstrating growth on district benchmarks and standardized assessments.

Staff Responsible for Monitoring: Director of C&I

Problem Statements: Demographics 1 - Student Learning 1, 2 - District Processes & Programs 1, 3

Funding Sources: Title I, A, , Title II, A, , Title III, A - LEP,

Formative Reviews

November	March	June

Strategy 2 ☑ Results Driven Accountability

Analyze student data with district-provided data tools to adjust instruction and interventions for all student groups.

Strategy's Expected Result/Impact: Increase in the percentage of students scoring at or above the Meets Grade Level threshold on state/district assessments.

Staff Responsible for Monitoring: Director of Continuous Improvement
Director of C&I

Problem Statements: Demographics 1 - Student Learning 1 - District Processes & Programs 3

Funding Sources: State Comp, , Title I, A, , Local Funds - District,

Formative Reviews

November	March	June

Strategy 3

Strengthen early (PK-2) literacy and numeracy instruction by providing targeted resources, job-embedded professional development, and instructional coaching tailored to campus and teacher-identified needs.

Strategy's Expected Result/Impact: Accelerated mastery of prerequisite skills necessary for grade-level content.

Staff Responsible for Monitoring: Assistant Director of Early Childhood Education
Director of C&I

Problem Statements: Demographics 1 - Student Learning 1, 2 - District Processes & Programs 1, 3

Funding Sources: State Comp, , Title II, A, , Title I, A,

Formative Reviews

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Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	There is a need to move from a one-size-fits-all delivery to a Data-Informed Response model so that real-time instructional adjustment can be made.	The root cause is the inconsistent use of data-informed instructional protocols and the inconsistent implementation of the district curriculum.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	There is a need to move from a one-size-fits-all delivery to a Data-Informed Response model so that real-time instructional adjustment can be made.	The root cause is the inconsistent use of data-informed instructional protocols and the inconsistent implementation of the district curriculum.

2	The district needs to transform the way leaders monitor and support these teachers, moving from compliance to coaching, which could catalyze significant shifts in student outcomes.	The primary root cause is a lack of a systemic monitoring, coaching, and feedback framework. The absence of structured monitoring and the diversion of PLC time to administrative tasks prevent teachers from receiving the iterative feedback and collaborative planning necessary to close the gap between the written and taught curricula.

Performance Objective 1 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
1	The district needs to transform the way leaders monitor and support these teachers, moving from compliance to coaching, which could catalyze significant shifts in student outcomes.	The primary root cause is a lack of a systemic monitoring, coaching, and feedback framework. The absence of structured monitoring and the diversion of PLC time to administrative tasks prevent teachers from receiving the iterative feedback and collaborative planning necessary to close the gap between the written and taught curricula.
3	There is a need to move from a one-size-fits-all delivery to a Data-Informed Response model so that real-time instructional adjustment can be made.	The root cause is the inconsistent use of data-informed instructional protocols and the inconsistent implementation of the district curriculum.

Performance Objective 2 ☑ High Priority

Ensure 100% of K-12 students have access to high-quality instruction by equipping educators with instructional tools, technology, and support.

Evaluation Data Source: Higher percentage of students demonstrating growth on district benchmarks and standardized assessments.

Strategy 1 ☑ Results Driven Accountability

Implement a comprehensive, high-quality instructional program for grades PreK-12 by integrating instructional technology and research-based resources to support effective teaching practices, close achievement gaps, and meet the diverse academic needs of all students.

Strategy's Expected Result/Impact: Accelerated progress and closed achievement gaps among specific student subgroups (e.g., SPED, Emergent Bilingual, High Focus).

Staff Responsible for Monitoring: Associate Superintendent of Teaching and Learning

Funding Sources: Local Funds - District, , Title II, A, , Title III, A - LEP, , Title I, A, , State Comp,

Formative Reviews

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Strategy 2 ☑ Results Driven Accountability

Sustain and expand the secondary linguistic support framework by scaling AVID Excel (grades 6-8) and AVID Emerge (grades 9-12 New Arrival Centers) to further accelerate academic language acquisition and close achievement gaps; this includes deepening specialized professional development for educators to ensure emergent bilingual students achieve both core content mastery and post-secondary readiness.

Strategy's Expected Result/Impact: Increased performance of emergent bilingual students.

Staff Responsible for Monitoring: Director of Bilingual Education

Funding Sources: Local Funds - District, , Title III, A - LEP,

Formative Reviews

November	March	June

Strategy 3

Invest in and integrate instructional technology and classroom equipment to enhance teaching and learning across all grade levels. Provide educators with the tools, training, and support necessary to effectively use technology to deliver high-quality instruction aligned to curriculum standards and student learning objectives.

Strategy's Expected Result/Impact: Increased student performance

Staff Responsible for Monitoring: Assistant Director of Instructional Technology

Funding Sources: Title I, A, , Local Funds - District, , State Comp,

Formative Reviews

November	March	June

Strategy 4

Offer accelerated, self-paced learning opportunities through computer-assisted programs and targeted individual support (four-year plan tracking, credit completion, progress toward graduation) to help all students stay on grade level and graduate on time.

Strategy's Expected Result/Impact: Increased graduation rate

Staff Responsible for Monitoring: Director of Counseling Services

Funding Sources: State Comp, , Local Funds - District,

Formative Reviews

November	March	June

Performance Objective 3 ☑ High Priority

100% of campuses have content and/or grade-level-specific PLCs.

Evaluation Data Source: PLC minutes; walkthroughs

Strategy 1

Real-time professional learning based on student data and teacher observation.

Strategy's Expected Result/Impact: Increased teacher competency and fidelity in delivering standards-aligned, Tier 1 instruction.

Staff Responsible for Monitoring: Director of C&I

Problem Statements: Demographics 1 - Student Learning 1, 2 - District Processes & Programs 1, 3

Funding Sources: Title I, A, , State Comp, , Title II, A,

Formative Reviews

November	March	June

Strategy 2 ☑ Results Driven Accountability

Conduct campus data meetings based on formative and summative assessments to monitor student progress and adjust instruction using district-provided data tools.

Strategy's Expected Result/Impact: Increased student performance

Staff Responsible for Monitoring: Director of Continuous Improvement

Problem Statements: Demographics 1 - Student Learning 1, 2 - District Processes & Programs 1, 3

Funding Sources: Local Funds - District, , Title I, A, , State Comp,

Formative Reviews

November	March	June

Strategy 3 ☑ Results Driven Accountability

Teams will collaboratively design tiered interventions and specialized instructional scaffolds (linguistic accommodations, IEP/504 modifications, and migrant-specific supports) to ensure equitable access to core instruction for SPED, Bilingual, 504, Migrant, New Arrival, and at-risk student populations.

Strategy's Expected Result/Impact: Increased student performance

Staff Responsible for Monitoring: Executive Director of Special Programs

Problem Statements: Demographics 1 - Student Learning 1 - District Processes & Programs 3

Funding Sources: State Comp, , Local Funds - District, , Title I, A, , Title I, C - Migrant,

Formative Reviews

November	March	June

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	There is a need to move from a one-size-fits-all delivery to a Data-Informed Response model so that real-time instructional adjustment can be made.	The root cause is the inconsistent use of data-informed instructional protocols and the inconsistent implementation of the district curriculum.

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	There is a need to move from a one-size-fits-all delivery to a Data-Informed Response model so that real-time instructional adjustment can be made.	The root cause is the inconsistent use of data-informed instructional protocols and the inconsistent implementation of the district curriculum.
2	The district needs to transform the way leaders monitor and support these teachers, moving from compliance to coaching, which could catalyze significant shifts in student outcomes.	The primary root cause is a lack of a systemic monitoring, coaching, and feedback framework. The absence of structured monitoring and the diversion of PLC time to administrative tasks prevent teachers from receiving the iterative feedback and collaborative planning necessary to close the gap between the written and taught curricula.

Performance Objective 3 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
1	The district needs to transform the way leaders monitor and support these teachers, moving from compliance to coaching, which could catalyze significant shifts in student outcomes.	The primary root cause is a lack of a systemic monitoring, coaching, and feedback framework. The absence of structured monitoring and the diversion of PLC time to administrative tasks prevent teachers from receiving the iterative feedback and collaborative planning necessary to close the gap between the written and taught curricula.
3	There is a need to move from a one-size-fits-all delivery to a Data-Informed Response model so that real-time instructional adjustment can be made.	The root cause is the inconsistent use of data-informed instructional protocols and the inconsistent implementation of the district curriculum.

Goal 2

By June 2031, increase the percentage of graduating students meeting at least one of the College, Career, Military Readiness (CCMR) indicators by 10 percentage points.

Performance Objective 1

☑ High Priority ☑ HB3 Goal

Increase the percentage of graduates who met the criterion on AP, IB, or TSI (reading and math) exams or earn dual credit by 2 percentage points.

Evaluation Data Source: Student CCMR data

Strategy 1

Develop and implement a strategic plan to increase the number of students who are prepared to earn postsecondary credit (TSIA, SAT, ACT, Dual credit, AP, IB).

Strategy's Expected Result/Impact: Increased student performance

Staff Responsible for Monitoring: Director of Advanced Academics

Funding Sources: Local Funds - District, , State Comp, , Title I, A,

Formative Reviews

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Strategy 2

Strengthen the fidelity of AVID classes, tutoring support, and supplemental instructional strategies to directly serve students at risk of academic underachievement, while expanding AVID to support students in advanced academic courses and improve college readiness through professional development for teachers, counselors, and administrators.

Strategy's Expected Result/Impact: Increased student performance

Staff Responsible for Monitoring: Director of Advanced Academics

Funding Sources: Title I, A, , State Comp,

Formative Reviews

November	March	June

Strategy 3

Strengthen teacher capacity to design and deliver rigorous, engaging instruction to prepare students for post-secondary success.

Strategy's Expected Result/Impact: Increase in the percentage of students scoring at or above the Meets Grade Level threshold on state/district assessments.

Staff Responsible for Monitoring: Director of C&I

Funding Sources: Title II, A,

Formative Reviews

November	March	June

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

Increase the percentage of students meeting Career Technology Education (includes military readiness) CCMR standards by 2 percentage points over baseline.

Evaluation Data Source: # of student certifications

Strategy 1

Provide Professional Development to all CTE teachers to equip teachers with the tools and strategies needed to enhance student success in earning industry certifications.

Strategy's Expected Result/Impact: Increased CCMR performance

Staff Responsible for Monitoring: Director of CTE

Formative Reviews

November	March	June

Strategy 2

Increase the percentage of teachers holding the same certification required of their students from 81% to 100%, as measured by the 2026-2027 CTE Rubric results.

Strategy's Expected Result/Impact: Increased teacher competency and fidelity in delivering standards-aligned instruction.

Staff Responsible for Monitoring: Director of CTE

Formative Reviews

November	March	June

Strategy 3

Expand the offering of Level 1 courses at the middle school level.

Strategy's Expected Result/Impact: Increased CCMR performance, expansion of CTE programs

Staff Responsible for Monitoring: Director of CTE

Formative Reviews

November	March	June

Performance Objective 3 ☑ High Priority

Increase the graduation rate by 1 percentage point over baseline.

Evaluation Data Source: Graduation Rate

Strategy 1

Develop and implement a support plan to keep at-risk students engaged in school and on track for graduation through early identification, targeted interventions, and continuous monitoring.

Strategy's Expected Result/Impact: Increased graduation rate

Staff Responsible for Monitoring: School Leadership

Funding Sources: Title I, A, , State Comp, , Local Funds - District,

Formative Reviews

November	March	June

Strategy 2

Provide a program of support for students placed at local correctional facilities to enable them to meet state academic standards, transition from institutionalization to further education or employment, and reduce the dropout rate of these students through tutoring, extended learning programs, and transition services.

Strategy's Expected Result/Impact: Reduced dropout rate; on-track to graduate

Staff Responsible for Monitoring: School Leadership

Funding Sources: Title I, D,

Formative Reviews

November	March	June

Strategy 3

Continue implementation of the graduation monitoring plan for high school counselors and College and Career Center staff to collaborate with students in tracking their four-year plans, credit completion, state assessment performance, and overall progress toward graduation.

Strategy's Expected Result/Impact: Increased graduation rate and CCMR performance

Staff Responsible for Monitoring: Director of School Counseling

Funding Sources: State Comp, , Local Funds - District,

Formative Reviews

November	March	June

Goal 3

By June 2031, ensure 100% of campuses implement an effective, systemic coaching and accountability framework with fidelity to improve instructional alignment and student outcomes.

Performance Objective 1 ✅ High Priority

By June 2027, 100% of instructional staff will participate in aligned professional learning to effectively implement Tier 1 instruction using the district curriculum and research-based instructional strategies.

Evaluation Data Source: PLC Agendas, walkthrough data, student data

Strategy 1

Strengthen PLC facilitation and collaborative planning practices.

Strategy's Expected Result/Impact: Increased teacher competency and fidelity in delivering standards-aligned, Tier 1 instruction.

Staff Responsible for Monitoring: Director of C&I

Problem Statements: Demographics 1, 2 - Student Learning 1 - District Processes & Programs 2, 3

Funding Sources: Title II, A, , Title I, A,

Formative Reviews

November	March	June

Strategy 2

Monitor effective implementation of research-based instructional strategies and TEKS alignment through walkthrough and student performance data

Strategy's Expected Result/Impact: Increased teacher competency and fidelity in delivering standards-aligned, Tier 1 instruction.

Staff Responsible for Monitoring: Director of Continuous Improvement
Director of C&I

Funding Sources: Local Funds - District, , Title I, A, , Title II, A,

Formative Reviews

November	March	June

Strategy 3

Provide job-embedded professional development to staff based on student performance and walkthrough data.

Strategy's Expected Result/Impact: Increased teacher competency and fidelity in delivering standards-aligned, Tier 1 instruction.

Staff Responsible for Monitoring: Director of C&I

Problem Statements: Student Learning 2 - District Processes & Programs 1

Funding Sources: State Comp, , Local Funds - District, , Title II, A,

Formative Reviews

November	March	June

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	There is a need to move from a one-size-fits-all delivery to a Data-Informed Response model so that real-time instructional adjustment can be made.	The root cause is the inconsistent use of data-informed instructional protocols and the inconsistent implementation of the district curriculum.
2	The district needs to align educator pipelines, staffing structures, and resources while monitoring costs and revenue to achieve improved student outcomes.	The primary root cause is a novice workforce.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	There is a need to move from a one-size-fits-all delivery to a Data-Informed Response model so that real-time instructional adjustment can be made.	The root cause is the inconsistent use of data-informed instructional protocols and the inconsistent implementation of the district curriculum.

2	The district needs to transform the way leaders monitor and support these teachers, moving from compliance to coaching, which could catalyze significant shifts in student outcomes.	The primary root cause is a lack of a systemic monitoring, coaching, and feedback framework. The absence of structured monitoring and the diversion of PLC time to administrative tasks prevent teachers from receiving the iterative feedback and collaborative planning necessary to close the gap between the written and taught curricula.

Performance Objective 1 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
1	The district needs to transform the way leaders monitor and support these teachers, moving from compliance to coaching, which could catalyze significant shifts in student outcomes.	The primary root cause is a lack of a systemic monitoring, coaching, and feedback framework. The absence of structured monitoring and the diversion of PLC time to administrative tasks prevent teachers from receiving the iterative feedback and collaborative planning necessary to close the gap between the written and taught curricula.
2	The district needs to align educator pipelines, staffing structures, and resources while monitoring costs and revenue to achieve improved student outcomes.	The primary root cause is a novice workforce.
3	There is a need to move from a one-size-fits-all delivery to a Data-Informed Response model so that real-time instructional adjustment can be made.	The root cause is the inconsistent use of data-informed instructional protocols and the inconsistent implementation of the district curriculum.

Performance Objective 2

By June 2027, all campuses will implement coaching and feedback cycles.

Evaluation Data Source: Walkthrough data; coaching plans

Strategy 1

Train instructional leaders on effective feedback and coaching practices.

Strategy's Expected Result/Impact: Increased teacher competency and fidelity in delivering standards-aligned, Tier 1 instruction.

Staff Responsible for Monitoring: Associate Superintendent of Teaching and Learning
Campus Support Specialist

Problem Statements: Student Learning 2 - District Processes & Programs 1

Funding Sources: Grant, , Title II, A, , Title I, A,

Formative Reviews

November	March	June

Strategy 2

Conduct instructional walkthroughs and feedback cycles, and align coaching supports to student performance and walkthrough data.

Strategy's Expected Result/Impact: Increased teacher competency and fidelity in delivering standards-aligned, Tier 1 instruction.

Staff Responsible for Monitoring: Associate Superintendent of Teaching and Learning
Campus Support Specialist

Problem Statements: Student Learning 2 - District Processes & Programs 1

Funding Sources: Grant, , Title II, A, , Local Funds - District, , Title I, A,

Formative Reviews

November	March	June

Strategy 3

Continue calibrating district and campus leaders conducting T-TESS-aligned instructional walks, focusing on research-based instructional best practices and providing appropriate feedback and support to classroom teachers.

Strategy's Expected Result/Impact: Increased leader competency and fidelity in delivering appropriate feedback and support to teachers.

Staff Responsible for Monitoring: Director of Talent Development

Problem Statements: Student Learning 2 - District Processes & Programs 1

Funding Sources: State Comp, , Title I, A, , Title II, A, , Grant,

Formative Reviews

November	March	June

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	The district needs to transform the way leaders monitor and support these teachers, moving from compliance to coaching, which could catalyze significant shifts in student outcomes.	The primary root cause is a lack of a systemic monitoring, coaching, and feedback framework. The absence of structured monitoring and the diversion of PLC time to administrative tasks prevent teachers from receiving the iterative feedback and collaborative planning necessary to close the gap between the written and taught curricula.

Performance Objective 2 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
1	The district needs to transform the way leaders monitor and support these teachers, moving from compliance to coaching, which could catalyze significant shifts in student outcomes.	The primary root cause is a lack of a systemic monitoring, coaching, and feedback framework. The absence of structured monitoring and the diversion of PLC time to administrative tasks prevent teachers from receiving the iterative feedback and collaborative planning necessary to close the gap between the written and taught curricula.

Goal 4 By June 2031, increase teacher retention by at least 8 percentage points.

Performance Objective 1 ☑ High Priority

By June 2027, increase teacher retention by 2 percentage points from baseline.

Evaluation Data Source: Teacher retention data; reduced vacancy data, Teacher Incentive Allotment designations

Strategy 1

Participate in State and local job fairs in the Fall, Spring, and Summer to support the recruitment and hiring of highly effective teachers and personnel, including those in hard-to-fill positions and those who became certified through State and local alternative routes to certification.

Strategy's Expected Result/Impact: Decreased vacancies

Staff Responsible for Monitoring: Executive Director of Human Resources

Problem Statements: Demographics 2 - District Processes & Programs 2

Funding Sources: Local Funds - District,

Formative Reviews

November	March	June

Strategy 2

Strengthen instruction and promote teacher pipeline development by supporting yearlong residents who will be employed in the district.

Strategy's Expected Result/Impact: Decreased vacancies

Staff Responsible for Monitoring: Executive Director of Human Resources

Problem Statements: Demographics 2 - District Processes & Programs 2

Formative Reviews

November	March	June

Strategy 3

Recruit and retain teachers through a strong Teacher Incentive Allotment initiative through targeted professional development, coaching, and mentoring that enhances their ability to meet and exceed student growth measures.

Strategy's Expected Result/Impact: Increased teacher retention

Staff Responsible for Monitoring: Associate Superintendent of Teaching and Learning

Funding Sources: Local Funds - District,

Formative Reviews

November	March	June

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	The district needs to align educator pipelines, staffing structures, and resources while monitoring costs and revenue to achieve improved student outcomes.	The primary root cause is a novice workforce.

Performance Objective 1 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
2	The district needs to align educator pipelines, staffing structures, and resources while monitoring costs and revenue to achieve improved student outcomes.	The primary root cause is a novice workforce.

Performance Objective 2

By June 2027, all staff will receive district-required training based on their position and responsibilities.

Evaluation Data Source: PD attendance; teacher satisfaction on annual surveys

Strategy 1

All new Bryan ISD teachers with zero years of experience will be supported by the BISD Mentoring & New Teacher Academy.

Strategy's Expected Result/Impact: Increased teacher readiness and retention

Staff Responsible for Monitoring: Executive Director of School Leadership

Problem Statements: Demographics 2 - District Processes & Programs 2

Formative Reviews

November	March	June

Strategy 2

All schools will continue implementing the Safe and Civil Schools frameworks throughout the 2026-2027 school year and provide training to all staff.

Strategy's Expected Result/Impact: Reduced discipline rates

Staff Responsible for Monitoring: Executive Director of School Leadership

Funding Sources: Title I, A, , State Comp,

Formative Reviews

November	March	June

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	The district needs to align educator pipelines, staffing structures, and resources while monitoring costs and revenue to achieve improved student outcomes.	The primary root cause is a novice workforce.

Performance Objective 2 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
2	The district needs to align educator pipelines, staffing structures, and resources while monitoring costs and revenue to achieve improved student outcomes.	The primary root cause is a novice workforce.

10.G. Consider Approval of the 2026-2027 Campus Improvement Plans

Bryan Independent School District

Mary Catherine Harris School

Accountability Rating: D

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
September 24, 2026 at 09:28 AM

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

Summary

During the spring semester 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

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.

Strengths

Smaller numbers than traditional campuses.

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.

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	Root Cause
1	Additional opportunities and a plan are needed to increease the CCMR score for MC Harris.	MC Harris has limited opportunities for students to gain CCMR once enrolled.

★ = Priority

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.

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	Root Cause
1	Instruction is currenty primarily focused on Edgenuity and none to very limited direct instruction is provided to students.	Teachers have not been provided the training to implement a true blended learning model of instruction.

★ = Priority

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.

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	Root Cause
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.	We lose students during the summer and breaks and it takes them longer to graduate. We need to keep pushing them to completion.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] District goals
- [x] Campus goals
- [x] HB3 CCMR goals
- [x] Performance Objectives with summative review (prior year)
- [x] State and federal planning requirements

Accountability Data

- [x] Texas Academic Performance Report (TAPR) data
- [x] Student Achievement Domain
- [x] Student Progress Domain
- [x] Closing the Gaps Domain
- [x] Effective Schools Framework data
- [x] Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- [x] Alternative Education Accountability (AEA) data

Student Data: Assessments

- [x] State and federally required assessment information
- [x] STAAR current and longitudinal results, including all versions
- [x] STAAR End-of-Course current and longitudinal results, including all versions
- [x] Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- [x] 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
- [x] Student failure and/or retention rates
- [x] Local benchmark or common assessments data

- [x] Observation Survey results

Student Data: Student Groups

- [x] Male / Female performance, progress, and participation data
- [x] Special education/non-special education population including discipline, progress and participation data
- [x] Dyslexia data
- [x] Pregnancy and related services data

Student Data: Behavior and Other Indicators

- [x] Completion rates and/or graduation rates data
- [x] Annual dropout rate data
- [x] Attendance data
- [x] Student surveys and/or other feedback
- [x] School safety data
- [x] Enrollment trends

Employee Data

- [x] Professional learning communities (PLC) data
- [x] Staff surveys and/or other feedback
- [x] Teacher/Student Ratio
- [x] State certified and high quality staff data
- [x] Campus leadership data
- [x] Campus department and/or faculty meeting discussions and data
- [x] Professional development needs assessment data
- [x] Evaluation(s) of professional development implementation and impact

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **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 26-27 school year.

Evaluation Data Source: STAAR raw score will increase from 15 (25-26 school year) to a 21 in the 26-27 school year.

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 Reviews

November	March	June

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 Reviews

November	March	June

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 Reviews

November	March	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 Local Funds - Campus, $2,160, Tutoring State Comp, $9,600, Intervention Materials State Comp, $4,050, Intervention Materials Local Funds - Campus, $2,000

Formative Reviews

November	March	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 - general supplies Local Funds - Campus, $25,570, Instructional Materials - Newlines, Drops Local Funds - Campus, $22,000

Formative Reviews

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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

Formative Reviews

November	March	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

Formative Reviews

November	March	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

Formative Reviews

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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 Source: At least 80% of all graduates will have completed at least one component of CCMR

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

Formative Reviews

November	March	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

Formative Reviews

November	March	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

Formative Reviews

November	March	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

Formative Reviews

November	March	June

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 Reviews

November	March	June

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 Reviews

November	March	June

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 Reviews

November	March	June

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 Reviews

November	March	June

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 Reviews

November	March	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

Formative Reviews

November	March	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

Formative Reviews

November	March	June

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 80% attendance rate and DAEP will have a 88% attendance rate for the 26-27 school year by focusing on earlier interventions.

Evaluation Data Source: Interventions provided to increase daily attendance. Attendance reports

Strategy 1

Use 1st period attendance to make phone calls home by front office staff.

Strategy's Expected Result/Impact: Attendance will increase because we will be able to get some students into school before the official attendance time.

Staff Responsible for Monitoring: Attendance Clerks
Assistant Principals

Formative Reviews

November	March	June

Strategy 2

Provide recognition of staff and students for attendance - to be determined by PBIS committee.

Strategy's Expected Result/Impact: Increase in attendance.

Staff Responsible for Monitoring: Principal
Assistant Principals

Funding Sources: Attendance Incentives Local Funds - Campus, $400

Formative Reviews

November	March	June

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.

Strategy's Expected Result/Impact: Increase in attendance. Truancy filed as needed.

Staff Responsible for Monitoring: Principal
Assistant Principals
Attendance Clerks

Formative Reviews

November	March	June

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.

Strategy's Expected Result/Impact: Increase in attendance. Plans developed for students.

Staff Responsible for Monitoring: Principal
Assistant Principals

Formative Reviews

November	March	June

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 Source: Modules completed for Substance Abuse and Anger Management; Social Skills lessons developed and taught.

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

Formative Reviews

November	March	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

Formative Reviews

November	March	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

Formative Reviews

November	March	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

Formative Reviews

November	March	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

Formative Reviews

November	March	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

Formative Reviews

November	March	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

Formative Reviews

November	March	June

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 Source: Records of communication with home campuses for DAEP and JJC students.

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

Formative Reviews

November	March	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

Formative Reviews

November	March	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

Formative Reviews

November	March	June

Performance Objective 4

100% of all staff members will implement campus safety procedures.

Evaluation Data Source: Drill feedback; monthly safety meeting reports

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.

Strategy's Expected Result/Impact: Reports will be addressed quickly and students will get the support/answers needed.

Staff Responsible for Monitoring: Principal

Formative Reviews

November	March	June

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.

Strategy's Expected Result/Impact: School will reflect what is happening with our staff and students and will contribute to a positive climate.

Staff Responsible for Monitoring: Principal
Assistant Principals

Funding Sources: Safety and Campus needs Local Funds - Campus, $300

Formative Reviews

November	March	June

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.

Strategy's Expected Result/Impact: Increase in social skills and character development.

Staff Responsible for Monitoring: Principal
Assistant Principals
Counselors

Formative Reviews

November	March	June

Strategy 4

Teach and conduct drills - fire drills - quarterly; lockdown - twice a year; bad weather drill - once a year.

Strategy's Expected Result/Impact: Documented drills and forms completed.

Staff Responsible for Monitoring: Principal
Assistant Principals

Formative Reviews

November	March	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

Formative Reviews

November	March	June

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 Source: Eduphoria reports to show completion.

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

Formative Reviews

November	March	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

Formative Reviews

November	March	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

Formative Reviews

November	March	June

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 Source: PBIS committee meetings, agendas, minutes. Activities from PBIS.

Strategy 1

PBIS Committee will continue focus on areas of need as determined through the Foundations process.

Strategy's Expected Result/Impact: PBIS committee will function and will address the needs of the campuses.

Staff Responsible for Monitoring: Principal
Assistant Principals

Formative Reviews

November	March	June

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.

Strategy's Expected Result/Impact: Updated matrixes posted and shared with students.

Staff Responsible for Monitoring: Principal
Assistant Principals

Formative Reviews

November	March	June

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.

Strategy's Expected Result/Impact: Recognition will be given.

Staff Responsible for Monitoring: Principal
Assistant Principals
PBIS Committee

Funding Sources: Staff Acknowledgement - Appreciation Events Local Funds - Campus, $2,325, Student Acknowledgements Local Funds - Campus, $400

Formative Reviews

November	March	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

Formative Reviews

November	March	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

Formative Reviews

November	March	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

Formative Reviews

November	March	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

Formative Reviews

November	March	June

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 Source: Staff certifications; additional endorsements

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

Formative Reviews

November	March	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

Formative Reviews

November	March	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

Formative Reviews

November	March	June

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 Source: PLCs, Faculty Meetings, PBIS Meetings, Professional Development- agendas and minutes; Walkthroughs, Observations

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

Formative Reviews

November	March	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

Formative Reviews

November	March	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

Formative Reviews

November	March	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

Formative Reviews

November	March	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

Formative Reviews

November	March	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

Formative Reviews

November	March	June

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 Source: PLCs, faculty meetings, PBIS meetings - agendas and walkthroughs

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

Formative Reviews

November	March	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

Formative Reviews

November	March	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

Formative Reviews

November	March	June

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 Source: Documentation of events - flyers, pictures, sign-in pages

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

Formative Reviews

November	March	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

Formative Reviews

November	March	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: Graduation Walks, Receptions, Golden Tickets Local Funds - Campus, $1,400, Student Celebrations Local Funds - Campus, $550

Formative Reviews

November	March	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

Formative Reviews

November	March	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

Formative Reviews

November	March	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

Formative Reviews

November	March	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

Formative Reviews

November	March	June

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 Source: Documentation of parent communications; posting to social media

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

Formative Reviews

November	March	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

Formative Reviews

November	March	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

Formative Reviews

November	March	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

Formative Reviews

November	March	June

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 76 (24-25 school year) to a 80.

Evaluation Data Source: Courses offered, CCMR data page

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

Formative Reviews

November	March	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

Formative Reviews

November	March	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

Formative Reviews

November	March	June

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 Source: Data monitoring spreadsheet

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

Formative Reviews

November	March	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

Formative Reviews

November	March	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

Formative Reviews

November	March	June

Performance Objective 3

Increase the graduation rate to 97% for 6-year completion data.

Evaluation Data Source: Students reaching course and test complete. Graduation rate documentation.

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

Formative Reviews

November	March	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

Formative Reviews

November	March	June

Funding Summary

Funding Summary

Local Funds - Campus

Goal	Performance 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	Performance 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

MARY CATHERINE HARRIS HIGH SCHOOL
Bryan ISD

2025–2026

A comprehensive needs assessment was conducted with a broad range of stakeholders who examined relevant academic achievement data, such as state assessments, local benchmarks, and classroom performance data. The purpose was to understand our students' most pressing needs and root causes. The data analysis revealed specific areas of focus identified in the Campus Improvement Plan.

This plan is based directly on the CNA, serving as the required second step of our year-long improvement process to improve the total campus instructional program.

The campus implements a coordinated set of evidence-based strategies designed to provide opportunities for all students, including subgroups and those most at risk, to meet or exceed the State's challenging academic standards, strengthen the academic program, increase attendance, strengthen parent involvement, and provide ongoing high-quality professional development to attract, support, and retain highly effective teachers.

- Evidence-based instruction is delivered in all core subjects: reading, math, science, and social studies.
- Leadership teams hold data review meetings every 4–6 weeks to monitor growth and adjust interventions.
- Academic and non-academic strategies are integrated to address student learning and well-being.
- Evidence-based strategies, including social-emotional learning, restorative practices, counseling, and staff training, prevent and address bullying, violence,

and unsafe behaviors, with ongoing monitoring of behavioral data to guide interventions.

- Dropout prevention strategies are implemented by identifying at-risk students through attendance, grades, and engagement data and providing mentoring, credit recovery, flexible scheduling, accelerated instruction, and counseling to keep students on track to graduate.

- All instruction aligns with the Texas Essential Knowledge and Skills (TEKS).
- Students access a well-rounded, enriched, and accelerated curriculum that includes fine arts, STEM, and technology integration.
- Small-group instruction, supplemental digital tools, targeted tutoring, and additional learning time support mastery of standards.
- Postsecondary readiness activities prepare students for higher education and workforce opportunities.

- A Multi-Tiered System of Supports (MTSS) framework identifies and monitors at-risk students.
- Tiered instructional strategies, restorative practices, and social-emotional supports address academic and behavioral needs.
- Professional development builds staff capacity in effective instruction, use of data, and recruitment and retention of highly effective teachers and paraprofessionals.
- The campus supports teachers and paraprofessionals in meeting certification or qualification requirements, provides ongoing high-quality professional development, and implements initiatives to recruit, retain, and develop highly effective staff.

- Core instructional minutes are protected within the master schedule.
- Intervention and enrichment blocks are embedded to provide targeted supports and extensions.
- Extended learning opportunities include before- and after-school tutoring, summer programs, and accelerated coursework.
- Accelerated instruction is provided to students who did not meet proficiency on state assessments.

- Coordinated school health activities are implemented and evaluated through fitness checks, grades, attendance, and data on disadvantaged students, while ensuring that all students participate in the required moderate to vigorous physical activity.

- Students participate in enrichment opportunities such as music, art, robotics, and technology.
- Advanced coursework and acceleration pathways are provided for students demonstrating readiness for higher-level learning.

- At-risk indicators include assessment performance, attendance, behavioral data, and social-emotional concerns.
- Students identified through MTSS receive targeted academic and non-academic interventions.
- Counseling, mentoring, school-based mental health services, and supplemental social worker support are available to assist at-risk students.
- Targeted instruction, prioritized learning time, and supplemental tutoring address the needs of students most at risk of not meeting standards.
- Alternative education programs, dropout recovery initiatives, and flexible scheduling options are available for students in danger of disengaging from school.

- Collaboration with public Pre-K providers, Head Start, and childcare agencies supports early learning transitions into elementary school.
- Structured transition activities with feeder middle and high schools ensure students are prepared academically and socially for the next grade span.

The campus consolidates multiple funding sources to create a comprehensive schoolwide program, maximizing impact and reducing duplication.

These resources include: State Compensatory Education (SCE) and Additional federal, state, and local funds.

The effectiveness of the schoolwide program is monitored and evaluated throughout the year to ensure continuous improvement.

- State assessments, local benchmarks, classroom performance, attendance, and perception surveys.
- Progress monitoring cycles and feedback loops ensure strategies and activities are implemented effectively and achieve intended results.
- An annual review determines overall program effectiveness, particularly for students most at risk of not meeting standards, and informs revisions to the Campus Improvement Plan. As required under TEC §29.081, the district evaluates the effectiveness of all SCE-funded programs in reducing disparities in performance and dropout rates, and reports results in a public hearing.

This evaluation process ensures that strategies remain aligned with the CNA and continue to address the needs of all students while driving academic growth and equity.

Bryan Independent School District

Bryan Collegiate High School

Accountability Rating: A

Distinction Designation:
Academic Achievement in Mathematics, Academic Achievement in Science, Top 25 Percent: Comparative Closing the Gaps, Postsecondary Readiness

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
September 23, 2026 at 03:57 PM

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

Summary

In the spring and summer of 2025, the Bryan Collegiate High School CNA Planning Team met 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
- Closing the achievement gap by increasing the "Meets" standard on STAAR
- 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

Summary

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.

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	Root Cause
1 ★	Student retention from 9th grade to 12th grade is less than 80%	All students in the respective cohorts are not utilizing the additional supports in place to experience academic success.

★ = Priority

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.

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	Root Cause
1 ★	At-Risk subgroups and students who exhibit a learning gap continue to under perform compared to students who are not part of these groups.	STAAR, TSIA and failure data shows that academic gaps exist in both literacy skills and numeracy skills.

★ = Priority

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.

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	Root Cause
1 ★	The campus overall attendance rate is almost 1% to 1.5% lower when compared to other early college high schools.	Students lack a sense of urgency for course attendance on the high school side, specifically at the senior level.

★ = Priority

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!

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	Root Cause
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%.	The lack of parent activities that provide time/topic that attracts all parents.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Student retention from 9th grade to 12th grade is less than 80%	All students in the respective cohorts are not utilizing the additional supports in place to experience academic success.
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.	STAAR, TSIA and failure data shows that academic gaps exist in both literacy skills and numeracy skills.
3 ★	The campus overall attendance rate is almost 1% to 1.5% lower when compared to other early college high schools.	Students lack a sense of urgency for course attendance on the high school side, specifically at the senior level.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] District goals
- [x] Planning and decision making committee(s) meeting data
- [x] State and federal planning requirements

Accountability Data

- [x] Texas Academic Performance Report (TAPR) data
- [x] Accountability Distinction Designations

Student Data: Assessments

- [x] STAAR End-of-Course current and longitudinal results, including all versions
- [x] Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- [x] SAT and/or ACT assessment data
- [x] PSAT

Student Data: Student Groups

- [x] Dyslexia data

Student Data: Behavior and Other Indicators

- [x] Completion rates and/or graduation rates data
- [x] Annual dropout rate data
- [x] Attendance data
- [x] Discipline records
- [x] Violence and/or violence prevention records
- [x] Tobacco, alcohol, and other drug-use data

- [x] Student surveys and/or other feedback

Employee Data

- [x] Professional learning communities (PLC) data
- [x] Staff surveys and/or other feedback
- [x] Teacher/Student Ratio
- [x] Campus leadership data
- [x] Campus department and/or faculty meeting discussions and data
- [x] Professional development needs assessment data
- [x] Evaluation(s) of professional development implementation and impact

Parent/Community Data

- [x] Parent surveys and/or other feedback
- [x] Parent engagement rate
- [x] Community surveys and/or other feedback

Support Systems and Other Data

- [x] Organizational structure data
- [x] Processes and procedures for teaching and learning, including program implementation
- [x] Communications data
- [x] Capacity and resources data
- [x] Budgets/entitlements and expenditures data

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 5% increase across all tests for the "Masters Grade" Level

Evaluation Data Source: Spring semester STAAR Results

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.

Strategy's Expected Result/Impact: Increase in TTESS scores and student achievement

Staff Responsible for Monitoring: Principal and Principal's Secretary

Formative Reviews

November	March	June

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.

Strategy's Expected Result/Impact: Increase in student achievement

Staff Responsible for Monitoring: Principal and Lead ELA Teacher

Formative Reviews

November	March	June

Strategy 3

All teachers will have at least one high stakes writing assignment in the fall and one in the spring.

Strategy's Expected Result/Impact: Increase in student achievement

Staff Responsible for Monitoring: Principal and Associate Principal

Formative Reviews

November	March	June

Strategy 4

AVID classes will utilize AVID tutors, and AVID Tutorials, 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 State Comp, $2,000

Formative Reviews

November	March	June

Performance Objective 2

The percentage of students earning masters performance level for Algebra I EOC will grow from 16% to 20%.

Evaluation Data Source: Spring semester STAAR Results

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

Formative Reviews

November	March	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

Formative Reviews

November	March	June

Performance Objective 3

The percentage of students earning masters performance level for English I EOC and English II EOC will reach 25% or above.

Evaluation Data Source: Spring semester STAAR results

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

Formative Reviews

November	March	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

Formative Reviews

November	March	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

Formative Reviews

November	March	June

Performance Objective 4

Increase the retention rate of 9-12th grade students by 3% as determined by students who leave for academic reasons from September 1 - June 1.

Evaluation Data Source: Leaver information.

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

Formative Reviews

November	March	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, $2,000

Formative Reviews

November	March	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

Formative Reviews

November	March	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, $1,000

Formative Reviews

November	March	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

Formative Reviews

November	March	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

Formative Reviews

November	March	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

Formative Reviews

November	March	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

Formative Reviews

November	March	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.

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

Formative Reviews

November	March	June

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 Source: TSIA Data Benchmark at BOY and EOY

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

Formative Reviews

November	March	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

Formative Reviews

November	March	June

Strategy 3

The BCHS Testing Coordinator 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
Associate Principal

Formative Reviews

November	March	June

Performance Objective 6

Increase AP exam scores of 3+ from 52% to 65%.

Evaluation Data Source: AP Score Rosters for academic year.

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

Formative Reviews

November	March	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

Formative Reviews

November	March	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

Formative Reviews

November	March	June

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 Source: SAT and ACT aggregate score reports.

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

Formative Reviews

November	March	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

Formative Reviews

November	March	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

Formative Reviews

November	March	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

Formative Reviews

November	March	June

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 Source: 100% of seniors accepted to at least one four-year university.

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

Formative Reviews

November	March	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 by 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: Meals Local Funds - Campus, $1,000, Transportation State Comp, $6,000

Formative Reviews

November	March	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.

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

Formative Reviews

November	March	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

Formative Reviews

November	March	June

Performance Objective 9

100% of students will complete the necessary community service requirements by the conclusion of the school year.

Evaluation Data Source: Number of community service hours completed.

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

Formative Reviews

November	March	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

Formative Reviews

November	March	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

Formative Reviews

November	March	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

Formative Reviews

November	March	June

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 Source: Teacher SBEC Certifications and local trainings.

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

Formative Reviews

November	March	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

Formative Reviews

November	March	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

Formative Reviews

November	March	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, $2,000

Formative Reviews

November	March	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

Formative Reviews

November	March	June

Performance Objective 2

Retain at least 80% of BCHS faculty and staff.

Evaluation Data Source: Number of faculty and staff returning for the 2023-2024 school year.

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

Formative Reviews

November	March	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

Formative Reviews

November	March	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

Formative Reviews

November	March	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

Formative Reviews

November	March	June

Performance Objective 3

100% of teachers at BCHS will have their ESL certification by the end of the school year.

Evaluation Data Source: Teacher SBEC Certifications

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

Formative Reviews

November	March	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

Formative Reviews

November	March	June

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 Source: Empirical district survey results in Spring

Strategy 1

All teachers will receive training from Safe & Civil Schools regarding the implementation of CHAMPS, positive behavior supports and early stage interventions.

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 and Associate Principal

Formative Reviews

November	March	June

Strategy 2

The campus safety committee will meet once a month to review the safety of our facility.

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: Associate Principal

Formative Reviews

November	March	June

Strategy 3

The Safe & Civil Schools Team will meet at least once per month to review campus discipline data, procedures, culture and climate.

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

Formative Reviews

November	March	June

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.

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: Lead Counselor

Formative Reviews

November	March	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

Formative Reviews

November	March	June

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 Source: EOY PEIMS documentation.

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

Formative Reviews

November	March	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

Formative Reviews

November	March	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

Formative Reviews

November	March	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

Formative Reviews

November	March	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

Formative Reviews

November	March	June

Performance Objective 3

Develop and nurture school and community partnerships.

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

Formative Reviews

November	March	June

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 Source: Event sign in sheets with parent signatures.

Strategy 1

Hold AVID/Open House (Essential Information Night-9/10 & 11/12) in early October for all students and parents to attend.

Strategy's Expected Result/Impact: Increase in parent engagement

Staff Responsible for Monitoring: Principal

Formative Reviews

November	March	June

Strategy 2

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

Formative Reviews

November	March	June

Performance Objective 2

School to family communication will occur at least twice a month.

Evaluation Data Source: Copies of parent communications and ParentLink records

Strategy 1

ParentSquare will be used at least twice a month to communicate important information to parents

Strategy's Expected Result/Impact: Increase in parent engagement

Staff Responsible for Monitoring: Principal

Formative Reviews

November	March	June

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 Reviews

November	March	June

Strategy 3

Use the campus social media accounts (FB & Insta) 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 Reviews

November	March	June

Performance Objective 3

All incoming freshmen will participate in a summer bridge program.

Evaluation Data Source: Rosters of students

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

Formative Reviews

November	March	June

Performance Objective 4

All students will engage in community service on a consistent and ongoing basis throughout the school year.

Evaluation Data Source: Volunteerism Tracking Software

Strategy 1

All 9th grade students will complete at least 15 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 Reviews

November	March	June

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 Reviews

November	March	June

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 Reviews

November	March	June

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 Reviews

November	March	June

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 Source: Agendas and sign in sheets.

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

Formative Reviews

November	March	June

Funding Summary

Funding Summary

Local Funds - Campus

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	4	4	Technology resources	--	$1,000.00
1	6	3	AP Exam Subsidy (campus based)	--	$750.00
1	7	4	Proctor for mock exams	--	$250.00
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	4		--	$500.00
2	1	2	Certification Reimbursements	--	$500.00
2	1	5	Registration Fees and Travel Reimbursement	--	$1,500.00
3	2	1	PBIS Awards Purchases	--	$750.00
4	1	2	Translation Services	--	$250.00
4	3	1	Lunches	Student Activity	$500.00
				Sub-Total	$9,450.00

State Comp

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	AVID Tutors	--	$2,000.00
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	--	$2,000.00
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	--	$2,000.00
				Sub-Total	$20,130.00

BRYAN COLLEGIATE HIGH SCHOOL
Bryan ISD

2025–2026

A comprehensive needs assessment was conducted with a broad range of stakeholders who examined relevant academic achievement data, such as state assessments, local benchmarks, and classroom performance data. The purpose was to understand our students' most pressing needs and root causes. The data analysis revealed specific areas of focus identified in the Campus Improvement Plan.

This plan is based directly on the CNA, serving as the required second step of our year-long improvement process to improve the total campus instructional program.

The campus implements a coordinated set of evidence-based strategies designed to provide opportunities for all students, including subgroups and those most at risk, to meet or exceed the State's challenging academic standards, strengthen the academic program, increase attendance, strengthen parent involvement, and provide ongoing high-quality professional development to attract, support, and retain highly effective teachers.

- Evidence-based instruction is delivered in all core subjects: reading, math, science, and social studies.
- Leadership teams hold data review meetings every 4–6 weeks to monitor growth and adjust interventions.
- Academic and non-academic strategies are integrated to address student learning and well-being.
- Evidence-based strategies, including social-emotional learning, restorative practices, counseling, and staff training, prevent and address bullying, violence,

and unsafe behaviors, with ongoing monitoring of behavioral data to guide interventions.

- Dropout prevention strategies are implemented by identifying at-risk students through attendance, grades, and engagement data and providing mentoring, credit recovery, flexible scheduling, accelerated instruction, and counseling to keep students on track to graduate.

- All instruction aligns with the Texas Essential Knowledge and Skills (TEKS).
- Students access a well-rounded, enriched, and accelerated curriculum that includes fine arts, STEM, and technology integration.
- Small-group instruction, supplemental digital tools, targeted tutoring, and additional learning time support mastery of standards.
- Postsecondary readiness activities prepare students for higher education and workforce opportunities.

- A Multi-Tiered System of Supports (MTSS) framework identifies and monitors at-risk students.
- Tiered instructional strategies, restorative practices, and social-emotional supports address academic and behavioral needs.
- Professional development builds staff capacity in effective instruction, use of data, and recruitment and retention of highly effective teachers and paraprofessionals.
- The campus supports teachers and paraprofessionals in meeting certification or qualification requirements, provides ongoing high-quality professional development, and implements initiatives to recruit, retain, and develop highly effective staff.

- Core instructional minutes are protected within the master schedule.
- Intervention and enrichment blocks are embedded to provide targeted supports and extensions.
- Extended learning opportunities include before- and after-school tutoring, summer programs, and accelerated coursework.
- Accelerated instruction is provided to students who did not meet proficiency on state assessments.

- Coordinated school health activities are implemented and evaluated through fitness checks, grades, attendance, and data on disadvantaged students, while ensuring that all students participate in the required moderate to vigorous physical activity.

- Students participate in enrichment opportunities such as music, art, robotics, and technology.
- Advanced coursework and acceleration pathways are provided for students demonstrating readiness for higher-level learning.

- At-risk indicators include assessment performance, attendance, behavioral data, and social-emotional concerns.
- Students identified through MTSS receive targeted academic and non-academic interventions.
- Counseling, mentoring, school-based mental health services, and supplemental social worker support are available to assist at-risk students.
- Targeted instruction, prioritized learning time, and supplemental tutoring address the needs of students most at risk of not meeting standards.
- Alternative education programs, dropout recovery initiatives, and flexible scheduling options are available for students in danger of disengaging from school.

- Collaboration with public Pre-K providers, Head Start, and childcare agencies supports early learning transitions into elementary school.
- Structured transition activities with feeder middle and high schools ensure students are prepared academically and socially for the next grade span.

The campus consolidates multiple funding sources to create a comprehensive schoolwide program, maximizing impact and reducing duplication.

These resources include: State Compensatory Education (SCE) and Additional federal, state, and local funds.

The effectiveness of the schoolwide program is monitored and evaluated throughout the year to ensure continuous improvement.

- State assessments, local benchmarks, classroom performance, attendance, and perception surveys.
- Progress monitoring cycles and feedback loops ensure strategies and activities are implemented effectively and achieve intended results.
- An annual review determines overall program effectiveness, particularly for students most at risk of not meeting standards, and informs revisions to the Campus Improvement Plan. As required under TEC §29.081, the district evaluates the effectiveness of all SCE-funded programs in reducing disparities in performance and dropout rates, and reports results in a public hearing.

This evaluation process ensures that strategies remain aligned with the CNA and continue to address the needs of all students while driving academic growth and equity.

Bryan Independent School District

Bowen Elementary School

2026-2027 Campus Improvement Plan

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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

Summary

In the spring of 2026, 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

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.

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	Root Cause
1 ★	Our special programs students consistently struggle academically on district assessments, screeners and STAAR.	General Ed teachers lack professional development in differentiating instruction for all learners.
2 ★	Student growth in ELAR among all Tier I students remains inconsistent.	Lack of consistent progress monitoring and data-driven, targeted first instruction.
3 ★	PTO membership has been low for the last 5 years.	Families struggle to commit to long term commitments such as PTO

★ = Priority

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 HB1416 Needs.

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	Root Cause
1 ★	Student growth in ELAR among all Tier I students remains inconsistent.	Lack of consistent progress monitoring and data-driven, targeted first instruction.
2	K - 4 graders who are on or above grade level in math and ELAR lack consistent projected growth according to NWEA MAP	Lack of training in rigor accountability and student specific data tracking.
3 ★	PTO membership has been low for the last 5 years.	Families struggle to commit to long term commitments such as PTO
4 ★	Our special programs students consistently struggle academically on district assessments, screeners and STAAR.	General Ed teachers lack professional development in differentiating instruction for all learners.

★ = Priority

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.

Strengths

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

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	PTO membership has been low for the last 5 years.	Families struggle to commit to long term commitments such as PTO
2 ★	Student growth in ELAR among all Tier I students remains inconsistent.	Lack of consistent progress monitoring and data-driven, targeted first instruction.
3 ★	Our special programs students consistently struggle academically on district assessments, screeners and STAAR.	General Ed teachers lack professional development in differentiating instruction for all learners.

★ = Priority

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.

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	Root Cause
1	Parents surveyed expressed that work schedules prevent them from attending school events.	The majority of school events are planned at the start of the day or during the day as a come-and-go.
2 ★	Student growth in ELAR among all Tier I students remains inconsistent.	Lack of consistent progress monitoring and data-driven, targeted first instruction.
3 ★	PTO membership has been low for the last 5 years.	Families struggle to commit to long term commitments such as PTO
4 ★	Our special programs students consistently struggle academically on district assessments, screeners and STAAR.	General Ed teachers lack professional development in differentiating instruction for all learners.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Student growth in ELAR among all Tier I students remains inconsistent.	Lack of consistent progress monitoring and data-driven, targeted first instruction.
2 ★	Our special programs students consistently struggle academically on district assessments, screeners and STAAR.	General Ed teachers lack professional development in differentiating instruction for all learners.
3 ★	PTO membership has been low for the last 5 years.	Families struggle to commit to long term commitments such as PTO

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- [x] State and federally required assessment information
- [x] STAAR current and longitudinal results, including all versions
- [x] STAAR released test questions
- [x] STAAR Emergent Bilingual (EB) progress measure data
- [x] Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- [x] Student failure and/or retention rates
- [x] Local diagnostic reading assessment data

- [x] Local benchmark or common assessments data
- [x] Running Records results
- [x] Observation Survey results
- [x] Prekindergarten Self-Assessment Tool
- [x] Texas approved PreK - 2nd grade assessment data
- [x] Other PreK - 2nd grade assessment data
- [x] Grades that measure student performance based on the TEKS

Student Data: Student Groups

- [x] Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- [x] Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- [x] Economically disadvantaged / Non-economically disadvantaged performance and participation data
- [x] Male / Female performance, progress, and participation data
- [x] Special education/non-special education population including discipline, progress and participation data
- [x] Section 504 data
- [x] Homeless data
- [x] Gifted and talented data
- [x] Dyslexia data
- [x] Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- [x] Attendance data
- [x] Discipline records
- [x] Student surveys and/or other feedback
- [x] Class size averages by grade and subject
- [x] School safety data
- [x] Enrollment trends

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **T-TESS data**
- [x] **T-PESS data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Communications data**
- [x] **Budgets/entitlements and expenditures 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 2027.

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

Strategy 1

Intensive instructional meetings beyond weekly PLC's to focus on student growth in all content areas

Strategy's Expected Result/Impact: Increased teacher content knowledge
Increased student achievement

Staff Responsible for Monitoring: Principal/AP, ICs

Funding Sources: Local Funds - Campus,

Formative Reviews

November	March	June

Strategy 2

Ensure the Fine Arts program (Art & Music) is aligned to district objectives and fosters exceptional student performance opportunities and support teacher content knowledge

Staff Responsible for Monitoring: Art teacher, Music teacher, Principal/AP

Funding Sources: Local Funds - Campus,

Formative Reviews

November	March	June

Strategy 3

Ensure that GT and high achieving students are clustered in order to provide an enriched and accelerated instruction, in order to maximize assessment data results.

Strategy's Expected Result/Impact: Increased student achievement
Progress monitoring

Staff Responsible for Monitoring: Principal, ICs, counselor

Funding Sources: Local Funds - Campus,

Formative Reviews

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Strategy 4

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 Reviews

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Strategy 5

Tutorials (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,

Formative Reviews

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Strategy 6

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

Funding Sources: IC, 1 FTE Title I, A,

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

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Strategy 7

Implement whiteboard tables in flex spaces to enhance math interventions, increasing engagement and improving outcomes for at-risk students identified under Title I and SCE.

Strategy's Expected Result/Impact: Increased student engagement and achievement

Staff Responsible for Monitoring: Principal/AP

Funding Sources: Title I, A, $1,500

Formative Reviews

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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 Source: MTSSdata (Branching Minds)

Strategy 1

Regularly progress monitor as a grade level in order to identify struggling students and to track progress of high-achieving students through the MTSS framework

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,

Formative Reviews

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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,

Formative Reviews

November	March	June

Strategy 3

Utilize Branching Minds program to track the MTSS process for struggling students.

Strategy's Expected Result/Impact: Consistency and accountability for the RtI process resulting
Increased student achievement

Staff Responsible for Monitoring: Principal/AP,
Counselor
Teachers

Funding Sources: Local Funds - District,

Formative Reviews

November	March	June

Strategy 4

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.

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: Principal/AP,
Special Education teachers
General Education teachers
ICs

Funding Sources: Professional development materials Local Funds - Campus,

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

Formative Reviews

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Performance Objective 3

Student Achievement (RLA) -- By the end of the 2026-2027 school year Bowen Elementary will earn a(n) 73 Domain IIA score for RLA.

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

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,

Formative Reviews

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Strategy 2

K-2 grade teachers will provide daily small group reading lessons. Groups will be determined based on BOY, MOY, and EOY MAP results

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,

Formative Reviews

November	March	June

Performance Objective 4

Student Achievement (Math) -- By the end of the 2026-2027 school year Bowen Elementary will earn a(n) _73__ Domain IIA score for Math.

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

Strategy 1

Students will utilize Imagine Math to supplement math instruction and provide targeted intervention.

Strategy's Expected Result/Impact: Increased math skills
Increased performance on 3rd & 4th grade Math STAAR

Staff Responsible for Monitoring: Principal/AP
IC
Teachers

Funding Sources: Local Funds - Campus,

Formative Reviews

November	March	June

Strategy 2

Interventionist and Instructional Coach 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,

Formative Reviews

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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 2027.

Evaluation Data Source: MAP

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,

Formative Reviews

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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 Source: attendance data, audit of truancy data

Strategy 1

Educate parents on attendance requirements and the importance of attendance in regard to student academic achievement.

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,

Formative Reviews

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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 academic achievement

Staff Responsible for Monitoring: Principal/AP
Attendance committee

Funding Sources: Local Funds - Campus,

Formative Reviews

November	March	June

Strategy 3

Conduct parent conferences with administration to discuss attendance concerns and document attendance through contracts.

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,

Formative Reviews

November	March	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

Formative Reviews

November	March	June

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 Source: Discipline referral data

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,

Formative Reviews

November	March	June

Strategy 2

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,

Formative Reviews

November	March	June

Strategy 3

Provide interventions and supports for students who are identified as behaviorally and instructional at-risk of dropping out of school through MTSS.

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,

Formative Reviews

November	March	June

Strategy 4

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,

Formative Reviews

November	March	June

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 Source: Observation data

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. Work to assemble a culturally diverse staff which is representative of the student population.

Strategy's Expected Result/Impact: Diverse staff
Increased recruitment of teachers

Staff Responsible for Monitoring: Principal/AP

Funding Sources: Local Funds - Campus,

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing

Formative Reviews

November	March	June

Strategy 2

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.

Strategy's Expected Result/Impact: Increased teacher quality
Retention of highly qualified staff

Staff Responsible for Monitoring: Principal/AP
ICs

Funding Sources: Staff Development (conference attendance or contracted services) Local Funds - Campus,

Formative Reviews

November	March	June

Strategy 3

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.

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,

Formative Reviews

November	March	June

Strategy 4

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.

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,

Formative Reviews

November	March	June

Strategy 5

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,

Formative Reviews

November	March	June

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

Strategy 1

Student participation in Kindergarten Promotion Celebration.

Strategy's Expected Result/Impact: Family engagement

Staff Responsible for Monitoring: Principal/AP
Secretary
Pre K
Kindergarten teachers

Funding Sources: Local Funds - Campus,

Formative Reviews

November	March	June

Strategy 2

4th Grade Scheduling Process to assist students in making informed decisions for intermediate school schedules.

Strategy's Expected Result/Impact: Informed decisions for intermediate school courses and programs (Aspire, Fine Arts, etc.)

Staff Responsible for Monitoring: Counselor
4th Grade Teachers

Funding Sources: Local Funds - Campus,

Formative Reviews

November	March	June

Strategy 3

Student participation in 4th Grade Promotion Celebration.

Strategy's Expected Result/Impact: Family engagement

Staff Responsible for Monitoring: Principal/AP
4th grade teachers
Specials teachers

Funding Sources: Local Funds - Campus,

Formative Reviews

November	March	June

Strategy 4

Instructional Assistant will assist students in need of classroom organizational skills and targetede classwork assistance.

Strategy's Expected Result/Impact: Decreased behavior incidents
Increased student academics on report card
Increase in student use self-regulation strategies

Staff Responsible for Monitoring: AP
PBIS team

Funding Sources: Local Funds - Campus,

Formative Reviews

November	March	June

Strategy 5

Student participation in UIL, Spelling Bee, ArtFest and other academic and extracurricular events.

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,

Formative Reviews

November	March	June

Performance Objective 2

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

Evaluation Data Source: Survey data

Strategy 1

Provide consistent home/school communication through Parent square, Emails & Newsletter flyers, Regularly update school website and social media. Update school calendar to reflect events and important dates.

Strategy's Expected Result/Impact: Increased communication

Staff Responsible for Monitoring: Principal
Secretary
Teachers

Funding Sources: Local Funds - Campus,

Formative Reviews

November	March	June

Strategy 2

Grade level orientation nights held during first six weeks of school.

Strategy's Expected Result/Impact: Increased family engagement

Staff Responsible for Monitoring: Principal
Teachers

Funding Sources: Local Funds - Campus,

Formative Reviews

November	March	June

Strategy 3

Parent/Teacher conferences and home visits held during fall and spring semesters.

Strategy's Expected Result/Impact: Increased communication and family/community engagement

Staff Responsible for Monitoring: Principal/AP
ICs

Funding Sources: Local Funds - Campus,

Formative Reviews

November	March	June

Strategy 4

Regular CPIC meetings held to review campus plan and school's progress toward set goals.

Strategy's Expected Result/Impact: Increased communication and family/community engagement
Parent buy-in

Staff Responsible for Monitoring: CPIC
CNA

Formative Reviews

November	March	June

Strategy 5

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.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.

Strategy's Expected Result/Impact: Increased communication and family/community engagement
Parent buy-in

Staff Responsible for Monitoring: CPIC

Formative Reviews

November	March	June

Strategy 6

Grade level music 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

Funding Sources: Local Funds - Campus,

Formative Reviews

November	March	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

Funding Sources: Local Funds - Campus,

Formative Reviews

November	March	June

Strategy 8

Encourage parents to complete the parent/community survey provided by Bryan ISD.

Strategy's Expected Result/Impact: Increased family and community input
Parent input
Ownership in the school community

Staff Responsible for Monitoring: Principal
PBIS team

Funding Sources: Local Funds - Campus,

Formative Reviews

November	March	June

Strategy 9

Host Family Academic Nights (one per semester) and two annual Title I meetings, the first during the first 9-weeks of school. 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
Ownership in the school community

Staff Responsible for Monitoring: Principal, Admin team

Funding Sources: Local Funds - Campus,

Formative Reviews

November	March	June

Funding Summary

Funding Summary

Local Funds - Campus

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		--	$0.00
1	1	2		--	$0.00
1	1	3		--	$0.00
1	2	1		--	$0.00
1	2	2		--	$0.00
1	2	4	Professional development materials	--	$0.00
1	3	1	Technology-based instructional resources	--	$0.00
1	3	2		--	$0.00
1	4	1		--	$0.00
1	4	2		--	$0.00
1	5	1		--	$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
2	3	1		--	$0.00
2	3	2	Staff Development (conference attendance or contracted services)	--	$0.00
2	3	3		--	$0.00
2	3	4		--	$0.00
2	3	5		--	$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	6		--	$0.00
3	2	7		--	$0.00
3	2	8		--	$0.00
3	2	9		--	$0.00
				Sub-Total	$0.00

Local Funds - District

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3		--	$0.00
2	2	4		--	$0.00
				Sub-Total	$0.00

State Comp

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Tutors and Smart Snacks	--	$0.00
2	2	3		--	$0.00
				Sub-Total	$0.00

Title I, A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Technology	--	$0.00
1	1	5	Tutors (certified and classroom teachers) and smart snacks	--	$0.00
1	1	6	IC, 1 FTE	--	$0.00
1	1	7		--	$1,500.00
				Sub-Total	$1,500.00

BOWEN ELEMENTARY SCHOOL
Bryan ISD

2025–2026

A comprehensive needs assessment was conducted with a broad range of stakeholders who examined relevant academic achievement data, such as state assessments, local benchmarks, and classroom performance data. The purpose was to understand our students' most pressing needs and root causes. The data analysis revealed specific areas of focus identified in the Campus Improvement Plan.

This plan is based directly on the CNA, serving as the required second step of our year-long improvement process to improve the total campus instructional program.

The campus implements a coordinated set of evidence-based strategies designed to provide opportunities for all students, including subgroups and those most at risk, to meet or exceed the State's challenging academic standards, strengthen the academic program, increase attendance, strengthen parent involvement, and provide ongoing high-quality professional development to attract, support, and retain highly effective teachers.

- Evidence-based instruction is delivered in all core subjects: reading, math, science, and social studies.
- Leadership teams hold data review meetings every 4–6 weeks to monitor growth and adjust interventions.
- Academic and non-academic strategies are integrated to address student learning and well-being.
- Evidence-based strategies, including social-emotional learning, restorative practices, counseling, and staff training, prevent and address bullying, violence, and unsafe behaviors, with ongoing monitoring of behavioral data to guide interventions.

- Dropout prevention strategies are implemented by identifying at-risk students through attendance, grades, and engagement data and providing mentoring, credit recovery, flexible scheduling, accelerated instruction, and counseling to keep students on track to graduate.

- All instruction aligns with the Texas Essential Knowledge and Skills (TEKS).
- Students access a well-rounded, enriched, and accelerated curriculum that includes fine arts, STEM, and technology integration.
- Small-group instruction, supplemental digital tools, targeted tutoring, and additional learning time support mastery of standards.
- Postsecondary readiness activities prepare students for higher education and workforce opportunities.

- A Multi-Tiered System of Supports (MTSS) framework identifies and monitors at-risk students.
- Tiered instructional strategies, restorative practices, and social-emotional supports address academic and behavioral needs.
- Professional development builds staff capacity in effective instruction, use of data, and recruitment and retention of highly effective teachers and paraprofessionals.
- The campus supports teachers and paraprofessionals in meeting certification or qualification requirements, provides ongoing high-quality professional development, and implements initiatives to recruit, retain, and develop highly effective staff.

- Core instructional minutes are protected within the master schedule.
- Intervention and enrichment blocks are embedded to provide targeted supports and extensions.
- Extended learning opportunities include before- and after-school tutoring, summer programs, and accelerated coursework.
- Accelerated instruction is provided to students who did not meet proficiency on state assessments.
- Coordinated school health activities are implemented and evaluated through fitness checks, grades, attendance, and data on disadvantaged students, while

ensuring that all students participate in the required moderate to vigorous physical activity.

- Students participate in enrichment opportunities such as music, art, robotics, and technology.
- Advanced coursework and acceleration pathways are provided for students demonstrating readiness for higher-level learning.

- At-risk indicators include assessment performance, attendance, behavioral data, and social-emotional concerns.
- Students identified through MTSS receive targeted academic and non-academic interventions.
- Counseling, mentoring, school-based mental health services, and supplemental social worker support are available to assist at-risk students.
- Targeted instruction, prioritized learning time, and supplemental tutoring address the needs of students most at risk of not meeting standards.
- Alternative education programs, dropout recovery initiatives, and flexible scheduling options are available for students in danger of disengaging from school.

- Collaboration with public Pre-K providers, Head Start, and childcare agencies supports early learning transitions into elementary school.
- Structured transition activities with feeder middle and high schools ensure students are prepared academically and socially for the next grade span.

The campus consolidates multiple funding sources to create a comprehensive schoolwide program, maximizing impact and reducing duplication.

These resources include: Title I, Part A; State Compensatory Education (SCE); and Additional federal, state, and local funds.

The effectiveness of the schoolwide program is monitored and evaluated throughout the year to ensure continuous improvement.

- State assessments, local benchmarks, classroom performance, attendance, and perception surveys.
- Progress monitoring cycles and feedback loops ensure strategies and activities are implemented effectively and achieve intended results.
- An annual review determines overall program effectiveness, particularly for students most at risk of not meeting standards, and informs revisions to the Campus Improvement Plan. As required under TEC §29.081, the district evaluates the effectiveness of all SCE-funded programs in reducing disparities in performance and dropout rates, and reports results in a public hearing.

This evaluation process ensures that strategies remain aligned with the CNA and continue to address the needs of all students while driving academic growth and equity.

Bryan Independent School District

Bonham Elementary School

Accountability Rating: C

Distinction Designation:
Academic Achievement in Mathematics

2026-2027 Campus Improvement Plan

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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

Summary

In the spring of 2026, the Bonham CNA committee met, 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%.
- academic growth goals met
- SMART snacks, resources, and materials for PFE

Due to the needs assessment, improved attendance, academic growth, and parent family engagement were identified as needs in the classroom.

Title 1 Element 1

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 2025-2026 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 621 students, which is the roughly sixty more students than the 24-25 school year. Of those students, 76.96% are Hispanic, 11% are White, 8.85% are African-American, and 2.34% are multi-racial. Approximately 41.39% (257) of our students are Emergent Bilingual, 4 are migrant students. 52% of our students qualify for free lunch (322), 0.19% qualify for reduced lunch (1) and 82.5% (512) are economically disadvantaged, and 69.09% of our students are at-risk (429). 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.

Strengths

-Diverse student population.
-Supportive families that attend parent engagement activities.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	69.09% of Bonham students are identified as at-risk.	We need more opportunities to partner with families and equip all stakeholders with tools to meet the academic, behavior, social, and emotional gaps to best meet the needs of the students.

★ = Priority

Student Learning

Summary

For 2025, Bonham Elementary School had an Overall Score of 71. The Student Achievement Rating was a 71-C, the School Progress Rating was 75-C and the Closing the Gaps Rating was 63-C. Based on calculations, Bonham Elementary had an overall Domain Rating of a 71-C.

For 2024, Bonham 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 C.

There were no Distinction Designations for 2025.

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.

3.17% 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, TELPAS, and STAAR, a push for language, dialogue, and a print rich environment will begin this year.

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.

Strengths

-Tutors, and instructional assistants pushed into support interventions for targeted instruction.
-Goal setting and tracking progress implemented on a district level.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Students are not reaching projected growth from the beginning of the year to the end of the year. (MAP, STAAR, TELPAS) (TELPAS ratings are measured from one year to the next, not BOY to EOY)	Teachers need support setting and achieving growth goals that are measurable and attainable.
2	69.09% of Bonham students are identified as at-risk.	We need more opportunities to partner with families and equip all stakeholders with tools to meet the academic, behavior, social, and emotional gaps to best meet the needs of the students.

★ = Priority

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. We have adjusted teachers between grade levels that have shown strong growth.

The master schedule includes 55-minute “specials time” for teacher conference time. Teachers' time is protected as long as they come prepared to planning meetings. If teachers are not prepared, they are asked to give another conference period to get their work done. The master schedule includes an intervention time that the teachers will be provided. This eliminates additional transitions and allows the teachers to become experts with their students. During plannings, an emphasis is placed on differentiation and remediation of skills not mastered. 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. They will have the opportunity to talk about kids and be accountable for their growth. 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.

We have professional tutors to deliver targeted reading and math interventions in classrooms that need additional support. The tutors will push in and run an additional teacher table to create another leg of strength in Tier 1 instruction.

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, and 2 Instructional Coaches.. 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 periodically 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 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%

Strengths

-55 minute conference period for teachers and weekly planning time with ICs.

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

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	The majority of incidents take place in the classroom.	Incidents and referrals are high in the room due to the lack of consistency and appropriate strategies to support teachers in managing classroom behaviors.
2	69.09% of Bonham students are identified as at-risk.	We need more opportunities to partner with families and equip all stakeholders with tools to meet the academic, behavior, social, and emotional gaps to best meet the needs of the students.

★ = Priority

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 2026 Employee Data Survey, 96% 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, 100% 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.

While the percentages of the survey satisfaction is high, participation is low.

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 use of Safe and Civil Schools practices is effective.

-The staff recognizes students' positive behavior.

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. Multiple meeting options have been provided to increase participation options.

Parent survey indicated that 100% feel comfortable talking to someone at the school about their child's behavior. 100% say that the school sees them as a partner in their child's education, 100% express that they feel welcome in the school, 100% of the staff care about their child, and 100% agree that this school is a friendly place.

Strengths

- High family engagement at all events, especially the Spring one at the park
- 96% of staff enjoy coming to work most days.
- 100% 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,

- 100% 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	Root Cause
1	Most of the behavior incidents take place in the classroom.	Teachers need ongoing training to support behaviors that could escalate into repeated referrals.
2	69.09% of Bonham students are identified as at-risk.	We need more opportunities to partner with families and equip all stakeholders with tools to meet the academic, behavior, social, and emotional gaps to best meet the needs of the students.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] District goals
- [x] Campus goals
- [x] HB3 Reading and math goals for PreK-3
- [x] Performance Objectives with summative review (prior year)
- [x] Campus/District improvement plans (current and prior years)
- [x] Planning and decision making committee(s) meeting data

Accountability Data

- [x] Texas Academic Performance Report (TAPR) data
- [x] Student Achievement Domain
- [x] Student Progress Domain
- [x] Closing the Gaps Domain
- [x] Effective Schools Framework data
- [x] Accountability Distinction Designations
- [x] Federal Report Card and accountability data

Student Data: Assessments

- [x] State and federally required assessment information
- [x] STAAR current and longitudinal results, including all versions
- [x] Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- [x] Local benchmark or common assessments data
- [x] Observation Survey results
- [x] Texas approved PreK - 2nd grade assessment data
- [x] State-developed online interim assessments

- [x] Grades that measure student performance based on the TEKS

Student Data: Student Groups

- [x] Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- [x] Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- [x] Economically disadvantaged / Non-economically disadvantaged performance and participation data
- [x] Male / Female performance, progress, and participation data
- [x] Special education/non-special education population including discipline, progress and participation data
- [x] At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/ stability
- [x] Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/ stability
- [x] Section 504 data
- [x] Homeless data
- [x] Gifted and talented data
- [x] Dyslexia data
- [x] Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- [x] Attendance data
- [x] Discipline records
- [x] Student surveys and/or other feedback
- [x] School safety data
- [x] Enrollment trends

Employee Data

- [x] Professional learning communities (PLC) data
- [x] Staff surveys and/or other feedback
- [x] Teacher/Student Ratio

- [x] State certified and high quality staff data
- [x] Campus leadership data
- [x] Campus department and/or faculty meeting discussions and data
- [x] Professional development needs assessment data
- [x] T-TESS data

Parent/Community Data

- [x] Parent surveys and/or other feedback
- [x] Parent engagement rate
- [x] Community surveys and/or other feedback

Support Systems and Other Data

- [x] Organizational structure data
- [x] Processes and procedures for teaching and learning, including program implementation
- [x] Communications data
- [x] Capacity and resources data
- [x] Budgets/entitlements and expenditures data
- [x] Action research results
- [x] Enrichment course/materials

Goals

Goal 1

Bonham will meet the needs of individual students by supporting teaching and learning through attendance and participation in structured PLCs, tiered implementation of the district's curriculum, and targeted intervention to ensure that students in all groups show growth.

Performance Objective 1 ☑ High Priority

By the end of the 2026-2027 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.

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

Next Year's Recommendation: continue

Strategy 1

Bonham will provide the opportunity for all students to close achievement gaps towards 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 meetings to ensure we are closing gaps for all (EB, AA, ED) children to meet the state's approaches, meets or mastered levels of performance.

Strategy's Expected Result/Impact: Walk throughs, feedback, closing gaps, accelerated education, and lesson plans

Staff Responsible for Monitoring: Campus Admin., Instructional coach, teachers

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

Formative Reviews

November	March	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 instructional coaches, consistent and strong implementation of the MTSS 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 gaps to increase student achievement.

Strategy's Expected Result/Impact: Increased academic achievement of low-performing students, close gaps

Staff Responsible for Monitoring: Campus Admin. Instructional coaches

Funding Sources: online resources Title I, A, $5,000

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	March	June

Strategy 3

Teachers will analyze student student data and progress monitor (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 growth goals given by the district. MAP for K-2, fitness assessments for PE) to improve goal setting and growth.

Strategy's Expected Result/Impact: Student Achievement Data-STAAR, for Reading and Math, MAP data

Staff Responsible for Monitoring: Campus Admin, Teachers, Instructional Coaches

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

Formative Reviews

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Performance Objective 2

The needs of every student will be met by 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 Source: Concept Quizzes, Mastery check data, DBA assessments, Benchmarks, AWARE reports, RT data, and Branching Minds

Strategy 1

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 demand professional development based on student/teacher/campus/district needs.

Strategy's Expected Result/Impact: Lesson planning, increased teacher content knowledge based on walk-throughs, prompt feedback with goals and follow through

Staff Responsible for Monitoring: Campus Admin., IC's, and district curriculum dept.

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

November	March	June

Strategy 2

Intervene with special populations by identifying needs and strategies that promote literacy to target academic growth through tutoring and strong Tier 1 instruction that incorporates a print rich environment.

Strategy's Expected Result/Impact: increased growth of sub populations and special populations

Staff Responsible for Monitoring: Campus Admin., IC's, Teachers, Counselor, invested committees, tutors

Funding Sources: tutors Title I, A, $44,538, Title I, A, $5,000

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

Formative Reviews

November	March	June

Strategy 3

Leadership Team will meet weekly to identify teacher and student needs based on campus assessments, prior week's walkthroughs, and screeners.

Strategy's Expected Result/Impact: increased teacher satisfaction and retention through growth

Staff Responsible for Monitoring: Administrative Team

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

November	March	June

Goal 2

Bonham will foster a positive culture and climate by recognizing staff and students 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 Source: Daily, weekly, 6-week, and annual attendance reports from Skyward.

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: continue with positive incentives

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.

Strategy's Expected Result/Impact: increased attendance

Staff Responsible for Monitoring: Campus DVT
Asst. Principals

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

November	March	June

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.

Strategy's Expected Result/Impact: increased attendance

Staff Responsible for Monitoring: Attendance clerk, secretary, campus admin

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

November	March	June

Strategy 3

Each day, a staff member will make phone calls for students who are absent.

Strategy's Expected Result/Impact: increased attendance

Staff Responsible for Monitoring: Campus Admin., teachers, attendance clerk and secretary

Title I: 2.5.1, 2.5.2, 2.5.3

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

Formative Reviews

November	March	June

Performance Objective 2 ☑ High Priority

Through the used of Safe and Civil Schools strategies, the students and staff will develop protocols to include students in processes that will in turn decrease discipline referrals and reduce violence, while creating a school culture that is inclusive.

Evaluation Data Source: Discipline referral data, Safe and Civil Schools

Strategy 1

Continue effective implementation of the Foundations team and develop action plans for the implementation and staff development throughout the year.

Strategy's Expected Result/Impact: Decreased behavior referrals, increased student achievement, positive and safe school culture

Staff Responsible for Monitoring: Team BUCS and teachers

Title I: 2.5.1, 2.5.2, 2.5.3

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

Formative Reviews

November	March	June

Strategy 2

In monthly staff meetings, staff will be updated on Foundations/CHAMPS finding and data, taught additional needed strategies, and develop appropriate plans to continue the school's Guidelines for Success.

Strategy's Expected Result/Impact: Decreased behavior referrals, increased student achievement, positive and safe school culture

Staff Responsible for Monitoring: Team BUCS

Title I: 2.5.1, 2.5.2, 2.5.3

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

Formative Reviews

November	March	June

Goal 3

Bonham will actively engage our families, staff, the community, and our students in order to nurture positive partnerships and communications through campus events and a positive social media presence in order to to ensure high academic achievement and the successful development of students.

Performance Objective 1 ✅ High Priority

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

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/ K . 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: SMART Snacks Title I, A, $1,000, Childcare for parental involvement Title I, A, $100, Family Engagement materials, resoureces Title I, A, $2,442

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: 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 3: Positive School Culture

Formative Reviews

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Strategy 2

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

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: 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 3: Positive School Culture

Formative Reviews

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Performance Objective 2

Build spirit, pride, commitment, and ownership within Bryan ISD and Bonham Elementary.

Evaluation Data Source: 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

Maintain campus webpage, Facebook and other platforms to share current information and celebrations with parents/community to engage stakeholders. Include district media when share worthy events happen.

Strategy's Expected Result/Impact: build strong culture

Staff Responsible for Monitoring: Principal, AP

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Strategy 2

Recognize staff, students, PTO, and stakeholders publicly to celebrate positive occasions to build excitement and encourage post secondary success for our students.

Strategy's Expected Result/Impact: increase engagement and positive culture, post secondary success for students

Staff Responsible for Monitoring: campus admin team and teachers

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

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Goal 4

Bonham will maintain a high-quality workforce by developing current staff, maintaining low turnover, and hiring strong candidates to support student success.

Performance Objective 1 ☑ High Priority

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 and other activities for teachers, instructional assistants, and other support staff to improve instruction and use data from academic assessments and to recruit and retain teachers.

Evaluation Data Source: PLC and training sign-ins, walk-throughs, PEIMS reports, IC Coaching plans

Strategy 1

Provide support and coaching for new teachers through campus/district mentorship program, new to Bonham teachers, and on demand support for growth for all teachers based on CHAMPS walks, Teacher observation walks, and TTESS walk throughs.

Strategy's Expected Result/Impact: low turnover and a desire to come to our campus to serve

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coaches
Teacher Mentor Team
Counselor

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

November	March	June

Strategy 2

Provide on demand support through walkthroughs, feedback, and follow up through evaluations that focus on growth and strengthening teachers' skills.

Strategy's Expected Result/Impact: Increase teacher effectiveness and provide staff feedback.

Staff Responsible for Monitoring: Classroom teachers and staff, instructional coaches, and admin

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Performance Objective 2

Teachers will receive stipends if eligible (Bilingual, ESL, SAIL, RESOURCE and BEST) for hard to fill positions, promote TIA as a measure to increase teacher pay and promote retention rates of teachers.

Evaluation Data Source: HR reports, Staff reports on PEIMS, State board of education certificates, BOY to EOY Growth measures

Strategy 1

Ensure teachers have the correct certifications and receiving professional development to grow teacher knowledge to qualify for stipends and to be able to better serve students who are at risk by providing evidence based and informed practices, linguistic accommodations, and other supports that are needed to bridge gaps. (SPED, Bilingual, ESL)

Strategy's Expected Result/Impact: Compensation for teachers

Staff Responsible for Monitoring: Administrators, Bilingual teachers, SPED teachers

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

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Strategy 2

Approach student growth goals with a parallel of teacher growth with the added benefit of teacher compensation through teacher growth and TIA distinctions. This will be provided through on demand growth and improvement cycles.

Strategy's Expected Result/Impact: Compensation for qualified teachers and retention of qualified staff

Staff Responsible for Monitoring: Administrators, teachers

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture

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State Compensatory Education

State Compensatory

Budget for Bonham Elementary School

Total SCE Funds: $44,538.00

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 Summary

Title I Personnel

Name	Position	Program	FTE
Aide	Educational Aide		
Instructional Coach (PRF-ICT)	Instructional Coach (PRF-ICT)		
Instructional Coach (PRF-ICT)	Instructional Coach (PRF-ICT)		

Funding Summary

Funding Summary

Title I, A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	online resources	--	$5,000.00
1	2	2	tutors	--	$44,538.00
1	2	2		--	$5,000.00
3	1	1	SMART Snacks	--	$1,000.00
3	1	1	Childcare for parental involvement	--	$100.00
3	1	1	Family Engagement materials, resoureces	--	$2,442.00
				Sub-Total	$58,080.00

BONHAM ELEMENTARY
Bryan ISD

2025–2026

A comprehensive needs assessment was conducted with a broad range of stakeholders who examined relevant academic achievement data, such as state assessments, local benchmarks, and classroom performance data. The purpose was to understand our students' most pressing needs and root causes. The data analysis revealed specific areas of focus identified in the Campus Improvement Plan.

This plan is based directly on the CNA, serving as the required second step of our year-long improvement process to improve the total campus instructional program.

The campus implements a coordinated set of evidence-based strategies designed to provide opportunities for all students, including subgroups and those most at risk, to meet or exceed the State's challenging academic standards, strengthen the academic program, increase attendance, strengthen parent involvement, and provide ongoing high-quality professional development to attract, support, and retain highly effective teachers.

- Evidence-based instruction is delivered in all core subjects: reading, math, science, and social studies.
- Leadership teams hold data review meetings every 4–6 weeks to monitor growth and adjust interventions.
- Academic and non-academic strategies are integrated to address student learning and well-being.
- Evidence-based strategies, including social-emotional learning, restorative practices, counseling, and staff training, prevent and address bullying, violence, and unsafe behaviors, with ongoing monitoring of behavioral data to guide interventions.

- Dropout prevention strategies are implemented by identifying at-risk students through attendance, grades, and engagement data and providing mentoring, credit recovery, flexible scheduling, accelerated instruction, and counseling to keep students on track to graduate.

- All instruction aligns with the Texas Essential Knowledge and Skills (TEKS).
- Students access a well-rounded, enriched, and accelerated curriculum that includes fine arts, STEM, and technology integration.
- Small-group instruction, supplemental digital tools, targeted tutoring, and additional learning time support mastery of standards.
- Postsecondary readiness activities prepare students for higher education and workforce opportunities.

- A Multi-Tiered System of Supports (MTSS) framework identifies and monitors at-risk students.
- Tiered instructional strategies, restorative practices, and social-emotional supports address academic and behavioral needs.
- Professional development builds staff capacity in effective instruction, use of data, and recruitment and retention of highly effective teachers and paraprofessionals.
- The campus supports teachers and paraprofessionals in meeting certification or qualification requirements, provides ongoing high-quality professional development, and implements initiatives to recruit, retain, and develop highly effective staff.

- Core instructional minutes are protected within the master schedule.
- Intervention and enrichment blocks are embedded to provide targeted supports and extensions.
- Extended learning opportunities include before- and after-school tutoring, summer programs, and accelerated coursework.
- Accelerated instruction is provided to students who did not meet proficiency on state assessments.
- Coordinated school health activities are implemented and evaluated through fitness checks, grades, attendance, and data on disadvantaged students, while

ensuring that all students participate in the required moderate to vigorous physical activity.

- Students participate in enrichment opportunities such as music, art, robotics, and technology.
- Advanced coursework and acceleration pathways are provided for students demonstrating readiness for higher-level learning.

- At-risk indicators include assessment performance, attendance, behavioral data, and social-emotional concerns.
- Students identified through MTSS receive targeted academic and non-academic interventions.
- Counseling, mentoring, school-based mental health services, and supplemental social worker support are available to assist at-risk students.
- Targeted instruction, prioritized learning time, and supplemental tutoring address the needs of students most at risk of not meeting standards.
- Alternative education programs, dropout recovery initiatives, and flexible scheduling options are available for students in danger of disengaging from school.

- Collaboration with public Pre-K providers, Head Start, and childcare agencies supports early learning transitions into elementary school.
- Structured transition activities with feeder middle and high schools ensure students are prepared academically and socially for the next grade span.

The campus consolidates multiple funding sources to create a comprehensive schoolwide program, maximizing impact and reducing duplication.

These resources include: Title I, Part A; State Compensatory Education (SCE); and Additional federal, state, and local funds.

The effectiveness of the schoolwide program is monitored and evaluated throughout the year to ensure continuous improvement.

- State assessments, local benchmarks, classroom performance, attendance, and perception surveys.
- Progress monitoring cycles and feedback loops ensure strategies and activities are implemented effectively and achieve intended results.
- An annual review determines overall program effectiveness, particularly for students most at risk of not meeting standards, and informs revisions to the Campus Improvement Plan. As required under TEC §29.081, the district evaluates the effectiveness of all SCE-funded programs in reducing disparities in performance and dropout rates, and reports results in a public hearing.

This evaluation process ensures that strategies remain aligned with the CNA and continue to address the needs of all students while driving academic growth and equity.

Bryan Independent School District

Sadberry Intermediate School

Accountability Rating: D

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
September 23, 2026 at 04:30 PM

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

Summary

In Spring 2026, 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 2025-2026 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 2026-2027 school year is a result of that input.

Strengths identified

- Diverse Faculty and Staff
- 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 Math scores through strong Tier 1 instruction and student intervention periods.

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.

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

Summary

ELA 69 % Domain 1

Math 59% Domain 1

Science 58% Domain 1

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	Root Cause
1 ★	Math Scores were at 57%	Large learning gaps due to class size and fast-paced curriculum
2	The campus averages are below the state at meets in both ELA and Math	There was a lack of time during the day to have true interventions after benchmarks, and DBAs

★ = Priority

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%

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	Root Cause
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. .	Towards the end of the year we see more staff and students taking time off due to various reasons

★ = Priority

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

Strengths

Parent Support is a strength compared to their elementary campus
We also have a diverse campus

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	P3 reports were up for the 2024-2025 school year. Repeated incidents included name-calling and teasing	There was a lack of respect by students for their peers and some staff

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
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. .	Towards the end of the year we see more staff and students taking time off due to various reasons
2 ★	Math Scores were at 57%	Large learning gaps due to class size and fast-paced curriculum

★ = Priority

Goals

Goal 1

Sadberry will meet the educational needs of every student by continually supporting teaching and learning so all students reach their maximum potential.

Performance Objective 1 ☑ High Priority

At least 55% of students will show growth from BOY to EOY STAAR in the areas of reading, math, and science by May 2027.

Evaluation Data Source: DBAs, Benchmarks, STAAR, Individual Student Goal Charts/ folders, Attendance in progress monitoring meetings

Strategy 1

Sadberry will provide opportunities for all students, including each student subgroup, to meet state standards through interventions delivered in small groups by teachers during school as well as before and after school.

Strategy's Expected Result/Impact: At least 55% of students will meet or exceed their projected growth on their STAAR assessments

Staff Responsible for Monitoring: Admin
ICs
Teachers
students

TEA Priorities: Build a foundation of reading and math

Formative Reviews

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Strategy 2

The Sadberry Admin team will progress monitor student performance throughout the 2026-2027 school year by meeting individually with ELAR, math and science teachers after each DBA and benchmark taken.

Strategy's Expected Result/Impact: Students will show growth academically throughout the school year on the STAAR test

Staff Responsible for Monitoring: Admin
ICs
Teachers
Students

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

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Strategy 3

Sadberry will improve the academic performance of each student in ELA, math and science by strategically grouping students based on performance (categories). Title I funds will be used to purchase instructional materials that support standards-based instruction and targeted interventions. These resources will strengthen conceptual understanding, reading comprehension, increase student engagement, and support students performing below grade level.

Strategy's Expected Result/Impact: Students will show growth on STAAR assessments

Staff Responsible for Monitoring: Admin
ICs
Teachers

Funding Sources: Title I, A, $10,000

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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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. ELA teachers will be working with students in small groups targeting weak skills. Students will also improve their reading comprehension skills by utilizing RLA Mastery during their intervention time/Mustang U.

Strategy's Expected Result/Impact: Students will meet or exceed their projected growth on STAAR

Staff Responsible for Monitoring: Admin
ICs
Teachers

Funding Sources: RLA Mastery Title I, A, $5,700

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

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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 meet or exceed their projected growth on STAAR

Staff Responsible for Monitoring: Admin
ICs
Teachers

Funding Sources: Snacks/Supplies for Tutoring Title I, A, $7,846

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Strategy 6

Sadberry will ensure 100% of teachers sign for and implement special education students' accommodations during the 2026-2027 school year by ensuring time is allotted for SPED and gen. ed. teachers to meet and discuss accommodations.

Strategy's Expected Result/Impact: SPED students will meet or exceed their projected growth on STAAR

Staff Responsible for Monitoring: Admin
ICs
Teachers

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Goal 2 Sadberry will support a culture and climate that encourages a shared responsibility for a positive learning environment.

Performance Objective 1

All teachers and staff at Sadberry will provide all students a safe positive learning environment where each child feels safe, valued and a part of a classroom and school family.

Evaluation Data Source: Classroom Walk Throughs, Discipline data, Safety Drills, Campus Surveys

Strategy 1

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

Formative Reviews

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Strategy 2

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

Formative Reviews

November	March	June

Strategy 3

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

Formative Reviews

November	March	June

Strategy 4

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. The principal will begin implementing the Principal's 200 club as a way of recognizing students that have 90% or better attendance on the morning announcements. During lunches those students will pick out a prize and their name will be added to the Principal's 200 board. When a row or column gets filled, the principal will cook breakfast for those students.

Strategy's Expected Result/Impact: Improved student attendance throughout the school year from 94% to 96% by May of 2027

Staff Responsible for Monitoring: Admin Team
Foundations Team

Formative Reviews

November	March	June

Strategy 5

All staff will use the Safe & Civil Schools CHAMPS guiding principles and supports and structures learned during previous district PD. Sadberry staff will continue to implement the school wide expectations previously developed as well as further develop common area expectations.

Strategy's Expected Result/Impact: Improve school culture to decrease ISS placements which will increase learning time and improve academic achievement
Positive and safe learning environment for all kids

Staff Responsible for Monitoring: Admin team
Foundations team
Counselors

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	June

Strategy 6

All Sadberry students will have an opportunity to be recognized for grades, attendance and good character during awards celebrations that will take place during lunches at the end of every six weeks. Sadberry students will be nominated by their classroom teachers to be a student of character for their grade level team based on the character traits being studied monthly. Students of characters will receive a certificate and their picture will be displayed in the main hallway.

Strategy's Expected Result/Impact: Recognition of positive behavior and good character

Staff Responsible for Monitoring: Classroom teaches
Admin team
Counselors

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	June

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

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 Source: Family Engagement Events Attendance, Surveys

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

Formative Reviews

November	March	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

Formative Reviews

November	March	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 2026-2027 school year.

Strategy's Expected Result/Impact: Increased parent/family attendance at our annual Title I meetings

Staff Responsible for Monitoring: Principal

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	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

Formative Reviews

November	March	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 and providing take-home materials along with participating more in the community.

Strategy's Expected Result/Impact: Effective School/Family partnerships

Staff Responsible for Monitoring: Admin
Foundations Team

Formative Reviews

November	March	June

Strategy 6

Sadberry will have Parent and Family Engagement nights throughout the school year... Academic Nights with Winter Wonderland (ELA/Math/Social Studies Night) in the Fall and March Madness (Science) night in the Spring. Information will be shared with parents in both languages on all parnet nights through the use of translation devices.

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: Translation devices Title I, A, PFE, $5,457

Formative Reviews

November	March	June

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 Bryan ISD Mentor Program by May 2027.

Evaluation Data Source: Number of resignations, quality & quantity of mentoring meetings, agendas, and sign-in sheets, and year-end evaluations

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

Formative Reviews

November	March	June

Strategy 2

Sadberry will provide a Dean of Instruction and Instructional Coaches to train and retain highly qualified teachers to impact student learning and growth

Strategy's Expected Result/Impact: Improved student academic performance throughout the school year

Staff Responsible for Monitoring: Principal

Formative Reviews

November	March	June

Strategy 3

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.

Strategy's Expected Result/Impact: Improved student academic performance throughout teh school year

Staff Responsible for Monitoring: Admin
ICs
Teachers

Formative Reviews

November	March	June

Strategy 4 ☑ Results Driven Accountability

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:

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	March	June

Goal 5 Sadberry will ensure all students are positioned for postsecondary success.

Performance Objective 1

Overall, 40% of Sadberry students will meet or master in reading, math and science STAAR assessment through aligned tier 1 instruction and targeted tier 2 interventions by May 2027.

Evaluation Data Source: DBAs, Benchmarks, STAAR, Sadberry Instructional Leadership Team Meeting attendance, Progress Monitoring Meeting attendance

Strategy 1

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

Strategy's Expected Result/Impact: Student application of learning, which demonstrates academic growth throughout the school year

Staff Responsible for Monitoring: Admin
ICs

Formative Reviews

November	March	June

Strategy 2

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 by purchasing licenses for EBs scoring Advanced/ Advanced high on TELPAS.

Strategy's Expected Result/Impact: Improvement in TELPAS performance

Staff Responsible for Monitoring: Admin
Instructional Coaches
Bilingual Teachers
Students

Funding Sources: Summit K12 Title I, A, $6,200

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

November	March	June

Strategy 3

Teachers will attend training to better implement AVID, PLTW, and Mustang University intervention periods to better serve our students.

Strategy's Expected Result/Impact: Students will meet or exceed their projected growth on STAAR

Staff Responsible for Monitoring: Principal, Dean, and Instructional Coaches

Formative Reviews

November	March	June

Performance Objective 2

The Sadberry Instructional Leadership Team, which includes instructional coaches, counselors, and administrators, will collaborate and communicate regularly, using instructional data to make instructional decisions resulting in increased academic achievement in every classroom.

Evaluation Data Source: Sadberry ILT Meeting attendance, PLC Meeting attendance

Strategy 1

The Sadberry 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 accordance with the Texas Instructional Leadership training received 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

Formative Reviews

November	March	June

Strategy 2

The Sadberry Leadership Team will work together to make the safety of every Sadberry 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

Funding Sources: Local Funds - Campus,

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

November	March	June

Funding Summary

Funding Summary

Local Funds - Campus

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
5	2	2		--	$0.00
				Sub-Total	$0.00

Title I, A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3		--	$10,000.00
1	1	4	RLA Mastery	--	$5,700.00
1	1	5	Snacks/Supplies for Tutoring	--	$7,846.00
3	1	6	Translation devices	PFE	$5,457.00
5	1	2	Summit K12	--	$6,200.00
				Sub-Total	$35,203.00

SADBERRY INTERMEDIATE SCHOOL
Bryan ISD

2025–2026

A comprehensive needs assessment was conducted with a broad range of stakeholders who examined relevant academic achievement data, such as state assessments, local benchmarks, and classroom performance data. The purpose was to understand our students' most pressing needs and root causes. The data analysis revealed specific areas of focus identified in the Campus Improvement Plan.

This plan is based directly on the CNA, serving as the required second step of our year-long improvement process to improve the total campus instructional program.

The campus implements a coordinated set of evidence-based strategies designed to provide opportunities for all students, including subgroups and those most at risk, to meet or exceed the State's challenging academic standards, strengthen the academic program, increase attendance, strengthen parent involvement, and provide ongoing high-quality professional development to attract, support, and retain highly effective teachers.

- Evidence-based instruction is delivered in all core subjects: reading, math, science, and social studies.
- Leadership teams hold data review meetings every 4–6 weeks to monitor growth and adjust interventions.
- Academic and non-academic strategies are integrated to address student learning and well-being.
- Evidence-based strategies, including social-emotional learning, restorative practices, counseling, and staff training, prevent and address bullying, violence, and unsafe behaviors, with ongoing monitoring of behavioral data to guide interventions.

- Dropout prevention strategies are implemented by identifying at-risk students through attendance, grades, and engagement data and providing mentoring, credit recovery, flexible scheduling, accelerated instruction, and counseling to keep students on track to graduate.

- All instruction aligns with the Texas Essential Knowledge and Skills (TEKS).
- Students access a well-rounded, enriched, and accelerated curriculum that includes fine arts, STEM, and technology integration.
- Small-group instruction, supplemental digital tools, targeted tutoring, and additional learning time support mastery of standards.
- Postsecondary readiness activities prepare students for higher education and workforce opportunities.

- A Multi-Tiered System of Supports (MTSS) framework identifies and monitors at-risk students.
- Tiered instructional strategies, restorative practices, and social-emotional supports address academic and behavioral needs.
- Professional development builds staff capacity in effective instruction, use of data, and recruitment and retention of highly effective teachers and paraprofessionals.
- The campus supports teachers and paraprofessionals in meeting certification or qualification requirements, provides ongoing high-quality professional development, and implements initiatives to recruit, retain, and develop highly effective staff.

- Core instructional minutes are protected within the master schedule.
- Intervention and enrichment blocks are embedded to provide targeted supports and extensions.
- Extended learning opportunities include before- and after-school tutoring, summer programs, and accelerated coursework.
- Accelerated instruction is provided to students who did not meet proficiency on state assessments.
- Coordinated school health activities are implemented and evaluated through fitness checks, grades, attendance, and data on disadvantaged students, while

ensuring that all students participate in the required moderate to vigorous physical activity.

- Students participate in enrichment opportunities such as music, art, robotics, and technology.
- Advanced coursework and acceleration pathways are provided for students demonstrating readiness for higher-level learning.

- At-risk indicators include assessment performance, attendance, behavioral data, and social-emotional concerns.
- Students identified through MTSS receive targeted academic and non-academic interventions.
- Counseling, mentoring, school-based mental health services, and supplemental social worker support are available to assist at-risk students.
- Targeted instruction, prioritized learning time, and supplemental tutoring address the needs of students most at risk of not meeting standards.
- Alternative education programs, dropout recovery initiatives, and flexible scheduling options are available for students in danger of disengaging from school.

- Collaboration with public Pre-K providers, Head Start, and childcare agencies supports early learning transitions into elementary school.
- Structured transition activities with feeder middle and high schools ensure students are prepared academically and socially for the next grade span.

The campus consolidates multiple funding sources to create a comprehensive schoolwide program, maximizing impact and reducing duplication.

These resources include: Title I, Part A; State Compensatory Education (SCE); and Additional federal, state, and local funds.

The effectiveness of the schoolwide program is monitored and evaluated throughout the year to ensure continuous improvement.

- State assessments, local benchmarks, classroom performance, attendance, and perception surveys.
- Progress monitoring cycles and feedback loops ensure strategies and activities are implemented effectively and achieve intended results.
- An annual review determines overall program effectiveness, particularly for students most at risk of not meeting standards, and informs revisions to the Campus Improvement Plan. As required under TEC §29.081, the district evaluates the effectiveness of all SCE-funded programs in reducing disparities in performance and dropout rates, and reports results in a public hearing.

This evaluation process ensures that strategies remain aligned with the CNA and continue to address the needs of all students while driving academic growth and equity.

Bryan Independent School District

Sam Rayburn Intermediate School

Accountability Rating: C

Distinction Designation:
Academic Achievement in Science

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
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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

Needs Assessment Overview

Summary

In the spring of 2026, the Rayburn Intermediate School CNA Planning Team convened on April 6th for a morning meeting and an afternoon meeting to conduct a comprehensive needs assessment (CNA) of the campus. The 2026–2027 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 2025 and 2026 Campus Discipline Reports (incident counts, action counts, and incident/offender breakdowns), 2025 and 2026 Attendance Summaries, 2025 and 2026 Discipline Summaries, 2025 Preliminary STAAR Results, 2026 Spring Benchmark assessments, 2025 Fall Benchmark assessments, 25-26 STAAR Performance Data will be reviewed as soon as it comes from the state, Perceptions surveys, PFE event attendance, community demographics, staff qualifications, and preliminary 2026 TELPAS Results, and 2025 STAAR Domain Scores.

The planning team included staff and administrators Rebecca Ryberg, Tanisha Graham, Juan Cruz, Renae Rains, Sarah Oldham, Marilu McDonald, Kayla Eberle, Stacy Ferrell, Courtney Morton, Tonya Johnson, Malinda Hafley, Laura Geffert, Kelli McCollum, Ivy Roberts, Linda Scroggs, Amanda Fancher, Latasha Muckelroy, and Michelle Lucio. Parent representatives included Christy Widener, Jessica Grimes, Tamasa Hawkins, and Robin Jones. Community members: Jen Colkin, Carolyn Hafley and Business member/Chamber of Commerce member, Jana Morris also participated in the process.

As a result of this needs assessment, the following areas of strengths and needs emerged:

Strengths

- **Reduction in Student Discipline Referrals:** Student discipline referrals decreased from spring 2025 to spring 2026. This positive trend was driven by proactive classroom management strategies and the successful implementation of the new leveling system for classroom-managed behaviors.
- **Reduction in Chronic Absenteeism:** Chronic absenteeism decreased from 11.5% to below 11.2%due to targeted interventions and improved campus tracking procedures.
- **Positive School Culture and Safety:** Staff and student survey data demonstrate a strong foundation of positive campus relationships and a shared sense of safety and security.
- **Positive Growth in Student Attendance:** Overall attendance increased from 95.17% to 95.43%, demonstrating progress toward the campus goal of 96% to maximize student academic success.
- **Student Achievement:** Domain 1 performance remained stable at 75%, demonstrating consistent instruction, students' continued mastery of foundational skills and concepts within this domain.
- **STAAR Score Domain 1 performance:** 5th grade Science went up 7 points overall, 5th math up 2 points, and 5th RLA up 7 points.

Needs

- **Behavioral Needs:** There is a need for more consistent disciplinary consequences and a re-evaluation of measures like DMC, which are currently failing to deter repeat behavioral offenses.
- **Need for Continued Attendance Growth:** While student attendance improved from 95.17% to 95.43%, there is a need to close the remaining gap to meet the campus goal of 96% in order to fully support and maximize student academic success.
- **Domain 2 (School Progress):** The decline in Domain 2 Growth from 60 to 57 points highlights a need for focused strategies to increase student growth and academic progress across grade levels.
- **Student Achievement:** Student achievement on STAAR math and RLA will be a priority, as 2025–2026, results show declines in math (6th -8 points, domain 1, 5th -4 domain 2 growth, 6 -3 domain 2 growth) and 6th grade RLA (-8 points, domain 1, –16 points, domain 2 growth).
- **Building Resiliency:** We need better tools and resources to educate students on what bullying actually looks like—encouraging self-reflection and empowering them to stand up for others—while bringing social skills, emotional regulation strategies, and relationship-building activities directly into the classroom to focus on building respect.

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 2026-27 school year. (Title I, Element 1).

Demographics

Summary

Rayburn Intermediate School is a 5th and 6th-grade intermediate school campus with approximately 695 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, driven largely by major institutional employers and a robust local service and construction economy. Because Bryan-College Station is a major hub for higher education and healthcare, many Rayburn parents are employed within the college systems, particularly at Texas A&M University, or work in the medical field at local hospitals and clinics. The local business environment also relies heavily on entrepreneurship and trade industries. Consequently, a significant portion of our parent community owns small businesses, works in real estate, or serves the community through essential roles in law enforcement and public education. Additionally, many families are employed in vital skilled trades and services, including landscaping, painting, carpentry, and agricultural services, as well as retail and grocery sectors.

Rayburn has many Spanish-speaking families, creating a rich cultural environment that requires thoughtful, targeted outreach. The campus works intentionally to develop specialized educational programs and family engagement events designed to bridge communication gaps, address specific language needs, and promote inclusion and success for all students. These initiatives include bilingual campus communications, family literacy nights, and community workshops that empower parents to actively participate in their child's intermediate school transition.

The diversity of our student body this year consists of 43.45% Hispanic, 33.24% White, 18.27% African American, and 4.32% two or more races. 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 school-wide Title I campus, with 58.99% of our student population identified as economically disadvantaged. Additionally, 42.73% of our students qualify for free or reduced-price lunch. Through the Community Eligibility Provision, all students in BISD receive free lunch.

Strengths

- Rayburn celebrates a culturally diverse staff and student population, which actively fosters an inclusive environment and creates valuable opportunities for campus-wide cultural enrichment.
- Greater than 55% of campus teachers have more than 5 years experience, bringing a wealth of expertise and advanced training in diverse instructional strategies to the classroom.
- Campus-wide attendance initiatives yielded strong results this year, improving the overall attendance rate to 95.43% and successfully reducing chronic absenteeism to 11.3%.
- Rayburn's campus experienced a significant reduction in behavioral incidents warranting Disciplinary Alternative Education Program (DAEP) placements this school year, reflecting a positive shift in campus culture and behavior interventions.
- Rayburn Intermediate School benefits from a low mobility rate among both students and staff, allowing faculty members to build continuous, positive, and lasting relationships with students and their families.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Students with chronic misbehaviors have a significant loss of instructional time, which severely hinders their academic progress. Every disciplinary action--whether it is suspension, ISS, or time spent in the office after being removed from the classroom--pulls the student away from core learning and causes them to fall behind.	Current behavior intervention methods rely heavily on removing the student from the learning environment rather than resolving the behavior within the classroom setting. Staff need more training on targeted, systematic, and consistent routines to resolve classroom level behaviors.
2	Students with social-emotional needs and high anxiety exhibit a significantly higher absenteeism rate than their peers. Emotional distress and school-avoidance behaviors create a major barrier to regular attendance, causing these students to fall behind academically and socially.	Parents struggle with school-refusal behaviors and lack the resources or coping strategies needed to support their children, which frequently results in keeping the student home rather than sending them to school.
3	Students who qualify as economically disadvantaged make up only 43% of our total student population, yet they account for 71% of all behavior referrals on campus.	Staff need more training on the de-escalation of behavior, specifically for students who are economically disadvantaged. Without these specialized skills, teachers struggle to manage the behavioral impacts of specific populations, leading to a higher reliance on formal disciplinary referrals rather than classroom-level interventions.
4	A significant gender disparity exists within campus disciplinary data, as male students account for a disproportionately high rate of behavioral referrals. While male students comprise approximately 50% of the total student enrollment, their behavior referral rate is four times higher than that of their female peers.	Reduced opportunities for positive male mentorship and role-modeling within the academic setting as well as in the home setting.
5	The sub-populations of African American, Hispanic, economically disadvantaged, at-risk students, and those receiving special education services and supports are consistently performing below campus and district averages. This achievement gap spans all three performance tiers on state assessments, including the Approaches, Meets, and Masters Grade Level standards.	The opportunity gap is affected by special programming needs, cultural importance placed on education, language needs, economic factors, and family situational barriers.

★ = Priority

Student Learning

Summary

The campus site-based committee conducted a comprehensive review of student performance data, analyzing results from the 2025 and 2026 State of Texas Assessments of Academic Readiness (STAAR) alongside local Fall and Spring benchmark data, and various formal and informal formative assessments. To ensure an equitable and precise analysis, all data points were fully disaggregated by student sub population groups, including race and ethnicity, socioeconomic status, emergent bilingual status, and special education qualifications. Rayburn Intermediate School and Bryan ISD systematically utilize this combined data throughout the academic year to monitor individual student progress, measure the effectiveness of campus initiatives, and pinpoint specific areas requiring targeted intervention or advanced enrichment. 2026 Spring STAAR results showed that students demonstrated continued strength in Domain 1, maintaining an overall performance rate of 75%. This consistent achievement indicates that students have retained and applied foundational knowledge and skills within this domain. The sustained performance reflects the effectiveness of instructional practices, targeted interventions, and ongoing support provided throughout the school year. Maintaining a strong level of proficiency in Domain 1 provides a solid foundation for continued academic growth and success. Domain 2 Growth decreased by 3 points, from 60 to 57, indicating a need to strengthen instructional practices and targeted interventions that accelerate student growth and ensure students make expected academic progress.

Moving forward, Rayburn will maintain a rigorous focus on strengthening Tier I core instruction in the general education classroom, utilizing domain-specific STAAR data to drive daily differentiation and small-group learning. To maximize instructional time and minimize classroom disruptions, Tier II interventions within the Multi-Tiered System of Supports (MTSS) framework will be delivered primarily during a designated campus intervention period. During this dedicated time, students receive tailored academic supports, including teacher-led small group instruction, focused concept reteaching, specialized adaptive computer programs, and targeted pull-out services.

To streamline this process, staff utilize the Branching Minds platform to document interventions and track student growth. Integrating this data management software allows grade-level teams to increase efficiency during Professional Learning Community (PLC) meetings, ensuring that data disaggregation leads directly to responsive instructional adjustments. Furthermore, targeted professional development is planned based on these documented campus needs to ensure all staff members are equipped with evidence-based instructional practices, data-literacy skills, and the pedagogical tools necessary to eliminate achievement gaps and maximize student growth.

The implementation of the new leveling system for discipline has successfully reduced the amount of instructional time lost due to behavioral removals across the campus. By providing clearer, tiered guidelines for classroom managed behaviors--TIER 1, the system allows the majority of students to remain in their classrooms and access core instruction. However, campus data reveals that while this proactive system is highly effective for the general student body, it has been less effective for a small percentage of students who exhibit chronic, repeated behavioral issues. These students require a more intensive, individualized approach beyond the standard leveling framework to address the root causes of their behavior and prevent continued loss of learning time.

Strengths

- By implementing the new tiered discipline system, the campus has successfully minimized classroom removals and decreased the amount of instructional time students miss due to behavioral issues.
- Rayburn Intermediate School demonstrated strong academic performance on the Spring benchmarks, outperforming the district averages across all three performance tiers—Approaches, Meets, and Masters—in fifth and sixth-grade Math, fifth-grade RLA, and fifth-grade Science. Sixth-grade RLA students also excelled, matching the highest scores in the district by tying with another intermediate campus across all three achievement levels.
- On the Spring STAAR assessment, Domain 1 performance remained stable at 75%, demonstrating consistent instruction, students' continued mastery of foundational skills and concepts within this domain.
- STAAR Spring scores indicate an increase in student achievement in the areas of Domain 1 performance: 5th grade Science went up 7 points overall, 5th math up 2 points, and 5th RLA up 7 points; in Domain 2 performance: 5th RLA went 11 points.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Communication between teachers and guardians is limited and inconsistent.	Teachers have insufficient time during the instructional day for proactive parent communication. ParentSquare was implemented recently and additional training and support is needed to utilize this effectively.
2	Academic and behavioral interventions are not consistently monitored, adjusted, or implemented with fidelity across grade levels and classrooms.	MTSS and RtI systems require further calibration, ongoing staff training, and dedicated collaboration time to ensure consistent progress monitoring, data analysis, intervention implementation, and timely support for struggling students.
3 ★	Chronic absenteeism continues to disrupt consistent access to Tier I core instruction for a significant portion of the student body, with the current chronic absenteeism rate standing at 11.3%. This frequent loss of instructional time is primarily driven by student mental health concerns, school anxiety, behavioral challenges, and a lack of student motivation to attend school regularly.	Student anxiety and behavioral challenges have intensified due to an increase in social media pressures, school-related stressors, and shifting societal and familial dynamics, which outpaces current campus social-emotional support systems.
4	Limited time for developing, planning, and/or internalizing TEKS aligned lessons.	Increasing state mandates and district staffing reductions have led to larger class sizes and expanded administrative workloads, leaving teachers with insufficient time during the school day to deeply plan, unpack, and internalize TEKS-aligned lessons.
5	A significant portion of the student body is failing to meet their individual academic growth goals at each designated benchmark timeframe because they have deep learning gaps that teachers can't easily fix during regular, whole-class instruction.	Larger class sizes and frequent behavioral disruptions from a small percentage of students with chronic, repeated behaviors significantly hinder the delivery of consistent Tier I instruction. There is also a need for dedicated time and resources for targeted small-group stations and pull-out interventions to focus on specific, targeted individualized skills.

6 ★	Based on the 2026 STAAR results for 5th and 6th grade students, Domain 2 Growth scores decreased from 60 to 57 points, indicating that student academic growth in mathematics and reading language arts remains an area of focus for the 2026-2027 school year.	Shorter instructional periods, implementation of a new compacted advanced math curriculum, student adjustment to increased grade-level expectations, and the need for stronger grade-level curricular alignment contributed to challenges in maintaining instructional pace and student growth.

★ = Priority

School Processes & Programs

Summary

Rayburn Intermediate is led by a collaborative administrative team consisting of one Principal, one Dean of Instruction, two Assistant Principals, and two Counselors who work collectively to support student achievement, staff development, and campus-wide continuous improvement. The campus places a strong emphasis on recruiting, developing, and retaining highly effective educators to ensure high-quality instruction for all students. Currently, more than 90% of instructional staff are recognized as highly effective educators and participate in the Texas Teacher Incentive Allotment (TIA) program. Student performance data from district benchmarks and state assessments demonstrate continued growth in both student achievement and teacher effectiveness measures. Rayburn maintains a staff retention rate above 95% through intentional recruitment and retention practices, including strong staff relationships, community partnerships, word-of-mouth referrals, and collaboration with local colleges and universities to support student teachers, methods teachers, and future educator pipelines.

Rayburn Intermediate provides students with access to a comprehensive range of academic, intervention, enrichment, and specialized support programs designed to meet the diverse needs of all learners. The campus implements accelerated instruction aligned to HB 1416 requirements through a dedicated intervention period, Raider Academy. Additional student support services include Dyslexia services, English as a Second Language (ESL) support, Section 504 accommodations, and comprehensive Special Education services based on IEPs for individualized and focused needs. Advanced academic opportunities incorporate STEAM learning experiences, AVID academic support program, and Project Lead the Way pathways that promote critical thinking, career exploration, and college, career, and military readiness (CCMR). Students also participate in a wide variety of enrichment opportunities through electives such as Art, Music, Band, Orchestra, Choir, and Athletics, as well as extracurricular and student engagement programs including UIL academics and sports after school activities, robotics, fine arts programs, Ambassadors student leadership, dance, and cheerleading programs.

Instructional improvement and campus systems are supported through structured collaboration and data-driven decision-making processes. Content-area teams participate in Professional Learning Communities (PLCs) and common planning periods to develop aligned proficiency maps, common formative assessments, and high-quality lessons focused on essential Texas Essential Knowledge and Skills (TEKS) and clearly defined student learning targets. Student performance data are regularly reviewed to inform instructional adjustments, targeted Tier 1 interventions, and enrichment opportunities. To support students requiring additional academic or behavioral interventions, the campus utilizes the Branching Minds platform to implement and monitor Multi-Tiered System of Supports (MTSS) and Response to Intervention (RtI) processes. Future campus goals include strengthening the consistency and calibration of data-driven MTSS practices for both academics and behavior, while providing ongoing professional development to ensure staff understanding of student support systems, discipline procedures, and positive behavior interventions.

Rayburn Intermediate also prioritizes a positive school culture and supportive learning environment through proactive behavior systems and attendance initiatives. School counselors provide regular social-emotional learning lessons focused on communication, self-management, and positive behavior strategies. Teachers consistently implement the CHAMPS framework to establish structured, predictable, and engaging classroom environments with clear expectations for all students. Positive Behavior Interventions and Supports (PBIS) systems and incentive programs are embedded throughout the campus to encourage student engagement, positive behavior, and academic success. Although attendance rates remain strong overall, chronic absenteeism continues to be an identified area of focus, with the current rate at 12.5%. In response, the campus is refining attendance monitoring and intervention systems to improve student participation and academic outcomes. Rayburn will continue implementing tiered attendance and behavior incentive programs for both students and staff through the collaborative work of campus PBIS committees. Additionally, the teacher-led Foundations Team regularly reviews and revises the campus “RISE UP” structures to ensure school-wide routines, procedures, and expectations remain consistent, equitable, and supportive of a positive learning environment for all students.

Strengths

- **Campus-Wide Consistency:** Following the 2025 revision of the "Rise Up" structures, the Foundation team successfully completed comprehensive audits of all common areas. This initiative has significantly improved consistency in behavioral and operational expectations across the entire campus.

- **Data-Driven PLCs:** Core teachers benefit from a shared planning period dedicated to structured PLCs. Teams maximize this time to disaggregate data, monitor progress, deliver targeted instructional training, and enhance student learning and engagement. Staff development is also planned based on the data determined during these meetings.
- **Cultivating School Culture:** Rayburn intentionally designs and facilitates targeted cultural activities and team-building events. These initiatives have successfully strengthened campus community, improved morale, and fostered a positive school culture and climate.
- **PBIS Committee Impact:** The PBIS Campus Committees adds significant value to Rayburn by strategically designing and implementing school-wide systems, student incentives, and staff morale activities. Through these targeted initiatives, the committee effectively addresses critical areas of need to foster a positive, cohesive school culture and climate.
- **Empowering Teacher Leadership:** Rayburn provides opportunities for teacher leadership through the sponsorship of diverse extracurricular programs, including UIL academics and sports, robotics, fine arts, Ambassadors student leadership, and wellness clubs. These roles empower educators to lead beyond the classroom, fostering professional growth and expanding student enrichment.
- **Positive Behavioral Support Initiatives:** The campus-wide PBIS system effectively bridges behavioral and academic success by utilizing targeted reward points and incentives. This dual focus on motivating students and recognizing staff efforts fosters a deeply supportive and positive learning community.
- **Strategic Family and Community Engagement:** Rayburn maintains highly effective family communication through multi-channel outreach, including weekly newsletters, active social media, and consistent teacher emails. This framework was further strengthened in the Spring semester with the successful implementation of ParentSquare. The platform has received overwhelmingly positive feedback from both faculty and families, optimizing communication and fostering a welcoming campus culture where parents feel comfortable collaborating with staff.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Progress monitoring and targeted interventions are not consistently implemented for students requiring academic intervention.	Despite the implementation of PLCs, common planning periods, and data-driven instructional practices, teachers have limited time to consistently disaggregate student performance data, monitor progress, and adjust interventions effectively.
2	Classroom behavior disruptions and student skill deficits result in a loss of instructional time and impact the overall learning environment.	Students need additional proactive social-emotional learning (SEL), behavior supports, and direct instruction in social skills such as self-regulation, conflict resolution, and appropriate classroom behaviors to improve student engagement and reduce disruptions.
3	Communication between teachers and guardians is limited and inconsistent.	Teachers have insufficient time during the instructional day for proactive parent communication. ParentSquare was implemented recently and additional training and support is needed to utilize this effectively.
4	Academic and behavioral interventions are not consistently monitored, adjusted, or implemented with fidelity across grade levels and classrooms.	MTSS and RtI systems require further calibration, ongoing staff training, and dedicated collaboration time to ensure consistent progress monitoring, data analysis, intervention implementation, and timely support for struggling students.

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Perceptions

Summary

A vital element of any successful school system is the perception held by its parents, students, staff, and community members. The Rayburn Intermediate School administration and staff pride themselves on actively involving families and community stakeholders in the decision-making process, working collaboratively to foster academic success for all students. To gain an accurate reflection of the campus needs and monitor the culture, climate, and overall engagement, the campus reviewed comprehensive district surveys during the Fall 2025 and Spring 2026 semesters.

Stakeholder response rates had an increase in participation this school year, providing the campus with highly reliable data to drive improvement. Student engagement was exceptionally high, with 609 out of 694 students completing the survey—an impressive 88% participation rate. Employee voice was also well-represented, with 69% of staff members responding, ensuring an accurate and well-rounded reflection of campus operational and cultural needs. Additionally, parent participation was helpful with 89 parent responses, signaling a positive shift and reflecting a broader trend of growing parental involvement on the campus.

Another factor in increased communication opportunities was the implementation of a new parent communication tool midway through the school year. While the mid-year launch meant a period of adjustment as families and staff learned to navigate the system, it has already proven to be a valuable asset. Moving into the 2026–2027 school year, the campus aims to utilize this tool more effectively to achieve even greater communication success. Feedback from the parent surveys indicates that families are eager to connect, with a significant number requesting specific training on how to better navigate and utilize this new communication platform.

Building on these gains, the Campus Performance Objective Committee (CPIC) remains committed to executing its strategic plan to boost family and community partnerships. Fostering deeper parental and community involvement remains an ongoing, active priority for both the staff and the administration. For the upcoming 2026–2027 school year, the CPIC committee will maintain a steadfast focus on cultivating a positive school culture, improving climate, and maximizing student and staff engagement.

Highlights of the specific survey results are listed below:

Strengths

- 90% of staff feel administrators listen to their needs and help problem-solve. Teachers value an administrative team who leads with integrity and works alongside them, noting that administration actively protects their time by removing unnecessary "check-box" tasks so they can focus on teaching.
- 94% of employees enjoy coming to work and love their campus, with qualitative data confirming that staff find Rayburn a deeply fulfilling and great place to work within Bryan ISD. Rayburn atmosphere is positive and welcoming where everyone feels like family.
- 90% of parents state that their children love coming to school. Families attribute this high engagement to positive peer friendships and inspiring, supportive teachers who build comforting relationships and a strong sense of security for students. 94% of students reported that they love coming to school for these same reasons.
- 95% of teachers view Rayburn as a highly supportive and cohesive environment. Staff praise the strong teamwork during planning and appreciate the campus's structured focus on refining existing systems rather than continually adding new initiatives.
- 97% of parents report that the weekly newsletters from the principal and classroom teachers are highly helpful, providing vital transparency that keeps them informed and valued as true partners in their child's education.
- 89% of parents appreciate using Skyward to track grades and communicate with teachers, utilizing it as a key tool to support student success.
- 90% of students, 98% of staff, and 90% of parents feel that their children are safe at school and staff feel safe as well.
- 95% of students report that they love coming to school, easily make new friends, and feel that the campus offers a wide variety of activities that align with their personal interests.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	While Tier I classroom procedures like CHAMPS are highly effective for 80-90% of students, teachers report a need for targeted, specialized behavior interventions to support the remaining 10-20% of students who require Tier II and Tier III behavioral support.	Even though Tier I CHAMPS procedures provide a strong baseline, there is a need to strengthen the campus's Tier II and Tier III behavioral systems, ensuring teachers have the advanced training, resources, and structured support needed to handle intensive student behavior.
2	While feedback indicates that when bullying is reported, these incidents are handled effectively by administration, a significant number of students fail to report these bullying behaviors due to a fear of social or peer retaliation. Parents do report that bullying is not always addressed effectively or communicated. Addressing and preventing bullying remains a top concern.	There is a need to better further explain confidential reporting methods to alleviate students' fear of retaliation and encourage timely reporting. Additionally, increased training is needed to help parents understand school bullying procedures and equip them with home strategies to support their child's social-emotional well-being and digital safety.
3	Teachers report needing more training on how to read and understand student ARD and FIE paperwork, and they want clearer guidance on how to successfully use Behavior Intervention Plans (BIPs) in their classrooms to support TIER 2 and 3 behaviors.	With an increased focus on the Least Restrictive Environment (LRE) and the implementation of the BEST program, classrooms contain a wider range of intensive and specific behavioral needs.
4	Despite the implementation of weekly campus and teacher newsletters, parent feedback indicates a desire for more frequent, interactions and improved two-way communication with teachers throughout the school year based on individual student needs instead of whole group reporting.	Teachers lack the dedicated time needed for individualized phone or in-person outreach. This challenge was further compounded by the mid-year rollout of ParentSquare, which provided limited training for both staff and parents to effectively use the new system.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Students with chronic misbehaviors have a significant loss of instructional time, which severely hinders their academic progress. Every disciplinary action--whether it is suspension, ISS, or time spent in the office after being removed from the classroom--pulls the student away from core learning and causes them to fall behind.	Current behavior intervention methods rely heavily on removing the student from the learning environment rather than resolving the behavior within the classroom setting. Staff need more training on targeted, systematic, and consistent routines to resolve classroom level behaviors.
2 ★	Chronic absenteeism continues to disrupt consistent access to Tier I core instruction for a significant portion of the student body, with the current chronic absenteeism rate standing at 11.3%. This frequent loss of instructional time is primarily driven by student mental health concerns, school anxiety, behavioral challenges, and a lack of student motivation to attend school regularly.	Student anxiety and behavioral challenges have intensified due to an increase in social media pressures, school-related stressors, and shifting societal and familial dynamics, which outpaces current campus social-emotional support systems.
3 ★	Based on the 2026 STAAR results for 5th and 6th grade students, Domain 2 Growth scores decreased from 60 to 57 points, indicating that student academic growth in mathematics and reading language arts remains an area of focus for the 2026-2027 school year.	Shorter instructional periods, implementation of a new compacted advanced math curriculum, student adjustment to increased grade-level expectations, and the need for stronger grade-level curricular alignment contributed to challenges in maintaining instructional pace and student growth.

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Goals

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 ☑ High Priority

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.

Evaluation Data Source: Campus and District Based Assessments, STAAR, MAP data projections for all subject areas.

Strategy 1 ☑ Targeted Support Strategy

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

Funding Sources: Dean of Instruction Title I, A,

Title I: 2.5.2, 2.5.3

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

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Strategy 2 ☑ Targeted Support Strategy

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

Funding Sources: Intervention materials and supplies, technology devices and programs Title I, A, $6,000

Title I: 2.5.1

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

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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

Funding Sources: Local Funds - Campus,

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

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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

Funding Sources: After-school tutoring Title I, A, $6,000

Title I: 2.5.1, 2.5.2

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

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Strategy 5 ☑ Results Driven Accountability

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

Funding Sources: Region 6 Resources and Training-LASO Grant Grant,

Title I: 2.5.1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Effective Instruction

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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 Source: Teacher and student surveys, technology inventory reports, increase in student achievement on mastery checks, unit assessments and campus and district based assessments

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

Funding Sources: Technology hardware, software, and equipment Title I, A, $6,000

Title I: 2.5.2

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

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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 ☑ HB3 Goal

Monitor and assess the effectiveness of the district safety and emergency plans.

Evaluation Data Source: Documentation of required safety drills, review of emergency plans and debrief following drills
Staff and student surveys and contact logs

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, lockdown, 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

Funding Sources: Local Funds - Campus,

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

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Performance Objective 2 ☑ High Priority

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.

Evaluation Data Source: 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

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

Funding Sources: Local Funds - Campus,

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

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Strategy 2

Implement the E-Hall Pass digital student accountability system to enhance campus safety, monitor student movement throughout the school day, increase instructional time by reducing unnecessary time out of class, and proactively address chronic and problematic behaviors such as skipping class, work avoidance, and excessive hallway use which leads to other behavioral problems. Data collected through E-Hall Pass will be used to identify behavior patterns, support timely interventions, and strengthen a safe, orderly, and positive learning environment for all students.

Strategy's Expected Result/Impact: Improvement of student learning opportunities through increased instructional time, enhanced student accountability, reduced behavior disruptions,creating a learning environment.

Staff Responsible for Monitoring: Principal, Assistant Principals

Funding Sources: Technology software Title I, A, $2,100

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

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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 Source: Staff and student surveys, Walkthrough data, Assessment data

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

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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

Funding Sources: PFE Materials for Activities Local Funds - Campus, , PFE Take Home Materials Title I, A,

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

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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 Source: Walk-through documentation, Coaching/feedback documentation, professional development opportunities, staff surveys, increase in staff retention rate

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

Funding Sources: Instructional Coaches Title I, A,

Title I: 2.5.2

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

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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

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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

Funding Sources: Staff Development Materials Title I, A,

Title I: 2.5.3

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

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Performance Objective 5 ☑ High Priority

Meet or exceed the goal of 95.5% attendance rate for the 2025-2026 school year.

Evaluation Data Source: Attendance data, Attendance plan, Raawee documentation

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

Funding Sources: Local Funds - Campus,

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

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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 Source: Data to show health and fitness growth--Athletic/Fitness screeners, Fine Arts/ Academic competitions, MAP assessment and academic data, STAAR data

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

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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

Formative Reviews

November	March	June

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 Source: Parent and community surveys, assessment data, increase attendance at PFE events as noted on sign in sheets

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

Funding Sources: Smart Snacks to encourage participation Title I, A,

Title I: 2.5.1

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

Formative Reviews

November	March	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

Funding Sources: Resources for take-home materials Title I, A,

Title I: 2.5.1, 2.5.3

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

Formative Reviews

November	March	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

Funding Sources: Local Funds - Campus,

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

Formative Reviews

November	March	June

Performance Objective 2

Provide a variety of communication methods to share information with parents, students and community stakeholders.

Evaluation Data Source: Surveys, sign in sheets to show increase in involvement, examples of communications

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

Formative Reviews

November	March	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

Formative Reviews

November	March	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

Formative Reviews

November	March	June

Funding Summary

Funding Summary

Local Funds - Campus

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3		--	$0.00
2	1	1		--	$0.00
2	2	1		--	$0.00
2	3	2	PFE Materials for Activities	--	$0.00
2	5	1		--	$0.00
3	1	3		--	$0.00
				Sub-Total	$0.00

Title I, A

Goal	Performance 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	2	2	Technology software	--	$2,100.00
2	3	2	PFE Take Home Materials	--	$0.00
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	$20,100.00

Grant

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Region 6 Resources and Training-LASO Grant	--	$0.00
				Sub-Total	$0.00

RAYBURN INTERMEDIATE SCHOOL
Bryan ISD

2025–2026

A comprehensive needs assessment was conducted with a broad range of stakeholders who examined relevant academic achievement data, such as state assessments, local benchmarks, and classroom performance data. The purpose was to understand our students' most pressing needs and root causes. The data analysis revealed specific areas of focus identified in the Campus Improvement Plan.

This plan is based directly on the CNA, serving as the required second step of our year-long improvement process to improve the total campus instructional program.

The campus implements a coordinated set of evidence-based strategies designed to provide opportunities for all students, including subgroups and those most at risk, to meet or exceed the State's challenging academic standards, strengthen the academic program, increase attendance, strengthen parent involvement, and provide ongoing high-quality professional development to attract, support, and retain highly effective teachers.

- Evidence-based instruction is delivered in all core subjects: reading, math, science, and social studies.
- Leadership teams hold data review meetings every 4–6 weeks to monitor growth and adjust interventions.
- Academic and non-academic strategies are integrated to address student learning and well-being.
- Evidence-based strategies, including social-emotional learning, restorative practices, counseling, and staff training, prevent and address bullying, violence, and unsafe behaviors, with ongoing monitoring of behavioral data to guide interventions.

- Dropout prevention strategies are implemented by identifying at-risk students through attendance, grades, and engagement data and providing mentoring, credit recovery, flexible scheduling, accelerated instruction, and counseling to keep students on track to graduate.

- All instruction aligns with the Texas Essential Knowledge and Skills (TEKS).
- Students access a well-rounded, enriched, and accelerated curriculum that includes fine arts, STEM, and technology integration.
- Small-group instruction, supplemental digital tools, targeted tutoring, and additional learning time support mastery of standards.
- Postsecondary readiness activities prepare students for higher education and workforce opportunities.

- A Multi-Tiered System of Supports (MTSS) framework identifies and monitors at-risk students.
- Tiered instructional strategies, restorative practices, and social-emotional supports address academic and behavioral needs.
- Professional development builds staff capacity in effective instruction, use of data, and recruitment and retention of highly effective teachers and paraprofessionals.
- The campus supports teachers and paraprofessionals in meeting certification or qualification requirements, provides ongoing high-quality professional development, and implements initiatives to recruit, retain, and develop highly effective staff.

- Core instructional minutes are protected within the master schedule.
- Intervention and enrichment blocks are embedded to provide targeted supports and extensions.
- Extended learning opportunities include before- and after-school tutoring, summer programs, and accelerated coursework.
- Accelerated instruction is provided to students who did not meet proficiency on state assessments.
- Coordinated school health activities are implemented and evaluated through fitness checks, grades, attendance, and data on disadvantaged students, while

ensuring that all students participate in the required moderate to vigorous physical activity.

- Students participate in enrichment opportunities such as music, art, robotics, and technology.
- Advanced coursework and acceleration pathways are provided for students demonstrating readiness for higher-level learning.

- At-risk indicators include assessment performance, attendance, behavioral data, and social-emotional concerns.
- Students identified through MTSS receive targeted academic and non-academic interventions.
- Counseling, mentoring, school-based mental health services, and supplemental social worker support are available to assist at-risk students.
- Targeted instruction, prioritized learning time, and supplemental tutoring address the needs of students most at risk of not meeting standards.
- Alternative education programs, dropout recovery initiatives, and flexible scheduling options are available for students in danger of disengaging from school.

- Collaboration with public Pre-K providers, Head Start, and childcare agencies supports early learning transitions into elementary school.
- Structured transition activities with feeder middle and high schools ensure students are prepared academically and socially for the next grade span.

The campus consolidates multiple funding sources to create a comprehensive schoolwide program, maximizing impact and reducing duplication.

These resources include: Title I, Part A; State Compensatory Education (SCE); and Additional federal, state, and local funds.

The effectiveness of the schoolwide program is monitored and evaluated throughout the year to ensure continuous improvement.

- State assessments, local benchmarks, classroom performance, attendance, and perception surveys.
- Progress monitoring cycles and feedback loops ensure strategies and activities are implemented effectively and achieve intended results.
- An annual review determines overall program effectiveness, particularly for students most at risk of not meeting standards, and informs revisions to the Campus Improvement Plan. As required under TEC §29.081, the district evaluates the effectiveness of all SCE-funded programs in reducing disparities in performance and dropout rates, and reports results in a public hearing.

This evaluation process ensures that strategies remain aligned with the CNA and continue to address the needs of all students while driving academic growth and equity.

Bryan Independent School District

Jane Long Intermediate School

Accountability Rating: D

2026-2027 Campus Improvement Plan

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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

Summary

Jane Long Intermediate reviewed multiple sources of data in developing the 2026–2027 Comprehensive Needs Assessment, including state assessment results, student growth data, TELPAS results, attendance, demographic information, student-group performance, campus instructional data, and feedback from campus stakeholders.

The data indicates that Jane Long made progress in overall student achievement during the 2025–2026 school year. Growth was evident in RLA and Science, with particularly positive gains in 6th grade RLA and Math. However, individual student academic growth did not improve at the same rate as overall achievement. Mathematics remains an area of need, particularly in 5th grade, and achievement gaps continue among identified student groups.

Campus instructional data indicates a continued need to strengthen the rigor and consistency of Tier I instruction. Academic monitoring, in-the-moment instructional adjustments, and purposeful small-group instruction will be areas of focus. Additional attention will be given to strengthening collaborative support in ICS classrooms, increasing rigor in Special Education resource settings, and providing Emergent Bilingual students with consistent opportunities to engage in academic discourse and English-rich instructional materials.

Attendance also remains an area of focus. Jane Long ended the 2025–2026 school year with a 94.91% attendance rate, which remains below the campus goal of 95%. The campus will continue working with students and families to reduce barriers to regular attendance and reinforce the connection between attendance and academic success.

Based on the Comprehensive Needs Assessment, Jane Long will prioritize accelerating individual student growth, strengthening Tier I instruction, improving mathematics achievement, closing student-group achievement gaps, increasing English language development, and improving student attendance during the 2026–2027 school year.

Demographics

Summary

Jane Long Intermediate is a 5th and 6th grade campus serving 775 students during the 2026–2027 school year. Current campus data indicates that approximately 83% of students are economically disadvantaged. Jane Long continues to serve a diverse student population with a significant number of students requiring additional academic, language, and instructional supports.

Current enrollment represents a decrease from the approximately 900 students projected in the previous year's Comprehensive Needs Assessment. The campus will continue to monitor enrollment and demographic trends to ensure staffing, instructional supports, programs, and resources are aligned with the needs of the current student population.

Jane Long ended the 2025–2026 school year with an attendance rate of 94.91%. While attendance continues to be an area of focus, the campus will work to increase student attendance by identifying barriers, communicating with families, and reinforcing the connection between consistent attendance and academic success.

Jane Long will continue to monitor the needs of student groups, including economically disadvantaged students, Emergent Bilingual students, students receiving Special Education services, and Gifted and Talented students, to ensure campus programs and resources appropriately support the students served.

Strengths

Jane Long Intermediate serves a diverse student population, providing opportunities for students to learn and grow alongside peers from a variety of backgrounds. The campus has established programs and support systems designed to meet the needs of economically disadvantaged students, Emergent Bilingual students, students receiving Special Education services, and other identified student groups.

With a current enrollment of 775 students, the campus is able to evaluate staffing, class sizes, intervention supports, and available resources based on the needs of the students currently served. Jane Long also maintains a strong focus on identifying and supporting students who may be at risk academically or due to attendance concerns.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Student attendance remains below the campus goal of 95%. Jane Long ended the 2025-2026 school year with an attendance rate of 94.91%.	Transportation barriers, inconsistent student motivation to attend school, and a lack of understanding by some students and families regarding the impact regular attendance has on academic growth contribute to continued absenteeism.
2	Jane Long continues to experience challenges recruiting and retaining appropriately certified and experienced teachers in identified high-need areas.	The availability of qualified candidates in high-need certification areas remains limited, creating challenges in recruiting and retaining experienced teachers to meet the instructional needs of the campus.

★ = Priority

Student Learning

Summary

Jane Long Intermediate demonstrated improvement in overall student achievement during the 2025–2026 school year. Across all tested subjects, campus STAAR performance increased from 58% to 60% at Approaches, 31% to 33% at Meets, and 11% to 14% at Masters. RLA continued to show positive growth, increasing to 65% Approaches, 41% Meets, and 20% Masters. Science also improved to 58% Approaches, 29% Meets, and 14% Masters.

Mathematics continues to be an area of need. Overall Math performance remained at 56% Approaches while increasing slightly from 26% to 27% Meets and remaining at 8% Masters. Performance varied by grade level. Sixth-grade Math improved from 55% to 60% Approaches and from 20% to 26% Meets, while fifth-grade Math declined from 56% to 51% Approaches and from 32% to 28% Meets.

Although overall achievement improved, individual student academic growth remains an area of focus. Campus data indicates a need for more consistent academic monitoring during Tier I instruction so teachers can identify student understanding, respond to misconceptions, and adjust instruction in the moment. The campus also identified a need to improve the consistency and effectiveness of targeted small-group instruction.

Achievement gaps continue among student groups, particularly students receiving Special Education services. The campus identified a need to strengthen collaboration between General Education and Special Education teachers in ICS classrooms and increase the level of academic rigor provided in resource settings. Emergent Bilingual students also require continued emphasis on English language development, including increased opportunities for purposeful academic discourse and engagement with English-rich instructional materials throughout the school day.

Based on the analysis of student performance and campus instructional data, Jane Long will focus during the 2026–2027 school year on increasing individual student growth, strengthening the rigor of Tier I instruction, improving academic monitoring and responsive instruction, strengthening small-group instruction, improving Mathematics achievement, and closing achievement gaps among identified student groups.

Strengths

Jane Long Intermediate demonstrated improvement in overall student achievement during the 2025–2026 school year. Campus STAAR performance increased at the Approaches, Meets, and Masters levels across all subjects combined.

RLA continues to be an area of positive growth, with campus performance increasing to 65% Approaches, 41% Meets, and 20% Masters. Sixth-grade RLA showed particularly strong improvement, increasing from 35% to 41% at Meets and from 13% to 18% at Masters.

Science also demonstrated positive gains across all performance levels, increasing from 56% to 58% at Approaches, 24% to 29% at Meets, and 8% to 14% at Masters. Sixth-grade Mathematics also showed improvement, increasing from 55% to 60% at Approaches and from 20% to 26% at Meets.

Campus instructional systems, including collaborative planning, instructional coaching, intervention, student goal setting, and progress monitoring, provide a foundation for continued improvement. The campus has also increased its focus on using student data to identify individual student needs and provide targeted academic support.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Although overall student achievement improved during the 2025-2026 school year, individual student academic growth remains below campus expectations, particularly in Mathematics.	Teachers are not consistently using academic monitoring and checks for understanding to determine student mastery during instruction. Delays in gathering actionable student data limit teachers' ability to adjust instruction, provide immediate feedback, and respond to misconceptions in the moment. Small-group instruction also needs greater consistency and intentionality.
2	Mathematics achievement remains below campus expectations, with fifth-grade Mathematics demonstrating a year-over-year decline and overall campus Mathematics performance remaining an area of need.	A high number of inexperienced Mathematics teachers, developing content and curriculum knowledge, and developing instructional coaching capacity contributed to inconsistent levels of rigor in Tier I Mathematics instruction.
3	Students receiving Special Education services continue to demonstrate significant achievement gaps compared with overall campus performance.	There is inconsistent implementation of the collaborative instructional model in ICS classrooms, including a lack of clarity and consistency regarding how Special Education teachers support Tier I instruction alongside General Education teachers. Additionally, the level of rigor in resource settings does not consistently align with grade-level expectations and individual student learning needs.
4	Emergent Bilingual students are not progressing through English language proficiency levels at the desired rate, with Speaking continuing to be an area of need.	Emergent Bilingual students need more consistent opportunities throughout the instructional day to engage in purposeful academic discourse and interact with English-rich instructional materials. Language development strategies are not yet consistently embedded across all content areas.

★ = Priority

School Processes & Programs

Summary

Jane Long Intermediate utilizes a variety of academic, behavioral, instructional, and student-support programs and processes to meet the needs of all students. Current programs and processes include:

- **Tier I Instruction and Intervention:** Students receive grade-level Tier I instruction with designated intervention opportunities based on identified student needs. In 5th grade, intervention has been double-blocked with Tier I RLA and Math instruction to provide additional instructional time and targeted support.
- **Instructional Coaching:** Instructional Coaches utilize a 50/50 model, with approximately half of their time dedicated to direct student intervention and half dedicated to coaching and supporting teachers. Additional district Instructional Coaches are also utilized to provide targeted classroom support and intervention.
- **Professional Learning Communities (PLCs):** Teachers meet weekly for collaborative planning. Teams analyze student data, model lessons and instructional practices for one another, and collaboratively plan instruction approximately two weeks in advance.
- **Data-Driven Instruction (DDI):** Student performance is monitored following CBAs, DBAs, concept quizzes, and other formative assessments. Teachers, Instructional Coaches, and administrators use the data to identify student needs, determine instructional responses, and monitor individual student growth.
- **Observation and Feedback:** Jane Long partners with Region 6 to strengthen classroom Observation/Feedback and instructional coaching. Academic Monitoring and actionable teacher feedback are major instructional focuses for the 2026–2027 school year.
- **Special Education Services:** Students receive services through ICS/inclusion and resource settings based on individual student needs and IEP requirements.
- **Emergent Bilingual/Dual Language Supports:** Language supports are provided to Emergent Bilingual students with an emphasis on academic language development, student discourse, and engagement with English-rich instructional materials.
- **AVID:** AVID strategies are utilized to support organization, academic skills, student ownership, and college and career readiness.
- **Intervention:** Targeted intervention is provided to students based on assessment data and identified academic needs.
- **BEST:** The BEST program provides structured behavioral and academic support for students requiring additional behavioral intervention.
- **Kickstart Kids:** Kickstart Kids provides students with an extracurricular/elective opportunity that supports discipline, confidence, character development, and student engagement.
- **Aspire:** Aspire provides additional academic and enrichment opportunities for students beyond the regular instructional day.
- **Student Data Tracking and Goal Setting:** Student academic performance and growth are monitored throughout the year using multiple data sources, with an emphasis on identifying students who are not demonstrating expected growth and adjusting support accordingly.
- **Parent and Family Engagement:** The campus provides more than eight family engagement opportunities throughout the school year, supports an active PTO, and utilizes whole-team parent conferences when appropriate to provide families with a comprehensive picture of student academic and behavioral performance.

Strengths

Jane Long Intermediate has established collaborative systems to support both student growth and teacher development. Teachers participate in weekly PLCs focused on collaborative planning, data analysis, lesson development, and modeling effective instructional practices. Student performance is monitored throughout the year using CBAs, DBAs, concept quizzes, and other formative assessments to identify student needs and guide instructional decisions.

The campus has strengthened instructional support through a 50/50 Instructional Coach model that provides both direct student intervention and teacher coaching. Jane Long also utilizes additional district Instructional Coaches and has partnered with Region 6 to strengthen Observation/Feedback, Data-Driven Instruction (DDI), Academic Monitoring, and coaching practices.

Intervention continues to be a campus strength and has been expanded in 5th grade by double-blocking intervention with Tier I RLA and Math instruction. This provides additional instructional time to address identified student needs while maintaining a focus on grade-level Tier I instruction.

Established programs including AVID, Kickstart Kids, Aspire, BEST, and ISS provide additional academic, behavioral, enrichment, and student-support opportunities. The campus has identified AVID, Kickstart Kids, and intervention structures as programs demonstrating positive implementation and value for students.

Jane Long also maintains a collaborative approach to family engagement through an active PTO, multiple family engagement opportunities throughout the year, and increased use of whole-team parent conferences to address the academic, behavioral, and overall needs of students.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Academic monitoring is not implemented consistently across all classrooms, limiting teachers' ability to determine student understanding and adjust instruction in the moment.	Teachers need continued coaching, modeling, and feedback to consistently gather evidence of student learning during instruction and use that information to immediately respond to misconceptions and adjust instruction.
2	Small-group instruction is not consistently implemented with the intentionality and effectiveness necessary to address individual student needs and accelerate student growth.	Teachers need continued support in using formative assessment data to identify specific student needs, create purposeful instructional groups, and deliver targeted instruction based on those needs.

★ = Priority

Perceptions

Summary

Jane Long Intermediate reviewed Spring 2026 student, family, and employee survey data to evaluate perceptions of school climate, safety, communication, student support, family engagement, and overall campus effectiveness. Survey feedback, along with campus observations and stakeholder input, indicates that Jane Long continues to maintain a generally positive school environment while identifying areas for continued improvement.

Staff climate remains a campus focus and strength. Campus leadership has worked to establish clear expectations, open and honest communication, collaboration, and trust between staff and administration. Staff members continue to work collaboratively through PLCs, instructional coaching, and campus programs; however, reduced staffing associated with budget constraints has increased workload and created additional challenges for employees.

Family engagement has increased through expanded PTO participation, more than eight family engagement opportunities throughout the year, and increased use of whole-team parent conferences. These conferences allow families to meet with multiple teachers and develop a more complete understanding of their student's academic performance, behavior, attendance, and overall needs. Barriers to after-hours participation continue to exist for some families due to work schedules, transportation, childcare, and other responsibilities.

Jane Long continues to provide a safe and structured learning environment. Student and family survey feedback included concerns regarding bullying and student behavior; however, campus administration investigates reported concerns and responds to identified incidents. Continued communication with students and families regarding bullying, reporting procedures, behavior expectations, and campus responses will remain important.

Stakeholder feedback also identifies the importance of consistent communication, effective classroom management, strong teacher-student relationships, and opportunities for students to feel connected to the campus. Programs such as Kickstart Kids, Aspire, AVID, intervention, extracurricular activities, and family engagement opportunities provide additional avenues for students and families to connect with the school community.

Strengths

Jane Long Intermediate has developed a positive campus culture built around open communication, collaboration, and relationships among students, staff, families, and campus leadership. Staff members demonstrate trust in campus leadership and continue to work collaboratively to support students despite challenges associated with reduced staffing and increased responsibilities.

Family engagement continues to be a strength and has increased through an active PTO, more than eight family engagement opportunities throughout the year, and increased use of whole-team parent conferences. These opportunities have strengthened communication between families and the campus and allow teachers and parents to develop a more comprehensive understanding of students' academic, behavioral, and social needs.

Jane Long provides students with multiple opportunities to become connected to the campus beyond the traditional classroom. Programs such as Kickstart Kids, Aspire, AVID, intervention, clubs, and other student activities support student engagement, relationships, and a sense of belonging.

The campus maintains a strong commitment to student safety and responds to reported concerns as they arise. Campus leadership continues to prioritize clear communication with students, staff, and families and works to address concerns regarding student behavior, bullying, and school climate when they are reported.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Some students and families continue to express concerns regarding bullying, student behavior, and how behavioral concerns are addressed and communicated.	Differences exist between stakeholder perceptions of bullying and the campus's identification and response to student conflict and behavioral incidents. Continued education and communication are needed regarding the definition of bullying, reporting procedures, behavioral expectations, and how the campus investigates and responds to reported concerns.
2	Although family engagement has increased, consistent participation in campus events and activities remains challenging for some families.	Work schedules, transportation, childcare needs, and other responsibilities can limit some families' ability to participate in traditional after-hours campus events.

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Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

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

Accountability Data

- [x] Texas Academic Performance Report (TAPR) data
- [x] Student Achievement Domain
- [x] Student Progress Domain
- [x] Closing the Gaps Domain

Student Data: Assessments

- [x] State and federally required assessment information
- [x] STAAR current and longitudinal results, including all versions
- [x] STAAR released test questions
- [x] STAAR Emergent Bilingual (EB) progress measure data
- [x] Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- [x] Local benchmark or common assessments data
- [x] Grades that measure student performance based on the TEKS
- [x] Intervention data

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/ stability**
- [x] **Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/ stability**
- [x] **Gifted and talented data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Student surveys and/or other feedback**
- [x] **School safety data**
- [x] **Enrollment trends**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **Staff mobility/stability**
- [x] **Support structures: mentors**
- [x] **Teacher recruitment/retention rates and other data**

- [x] Classroom and school walkthrough data

Parent/Community Data

- [x] Parent surveys and/or other feedback
- [x] Parent engagement rate
- [x] Parent and community partnership data
- [x] Parent activity evaluations and feedback data

Support Systems and Other Data

- [x] Organizational structure data
- [x] Processes and procedures for teaching and learning, including program implementation
- [x] Communications data
- [x] Capacity and resources data
- [x] Budgets/entitlements and expenditures data
- [x] Study of best practices and high yield strategies
- [x] Horizontal and vertical team alignments processes
- [x] Technology and resource allocation data
- [x] Enrichment course/materials
- [x] Scope and Sequence; Pacing Guides; and Other Focus Documents

Goals

Goal 1

Jane Long Intermediate will increase academic achievement and individual student growth through rigorous Tier I instruction, academic monitoring, responsive instruction, targeted intervention, and data-driven decision making.

Performance Objective 1 ☑ High Priority

By the end of the 2026-2027 school year, Jane Long Intermediate will increase its Student Achievement Domain score from 67 to 75 through increased student performance across all STAAR-tested content areas.

Evaluation Data Source: 2027 STAAR results and Student Achievement Domain data.

Strategy 1

Teachers will provide rigorous, TEKS-aligned Tier I instruction using district curriculum, instructional resources, and high-quality instructional practices designed to increase student achievement at the Approaches, Meets, and Masters performance levels.

Strategy's Expected Result/Impact: Increase overall STAAR performance toward 70% Approaches, 45% Meets, and 18% Masters, with particular emphasis on increasing Meets and Masters performance.

Staff Responsible for Monitoring: Principal, Dean of Instruction, Instructional Coaches, Teachers

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Provide weekly collaborative planning focused on TEKS alignment, rigor, lesson internalization, and anticipated student misconceptions.	ICs, Teachers, Dean	Weekly	
2	Conduct classroom walkthroughs to monitor rigor, student engagement, and implementation of Tier I instructional expectations.	IC's, Dean, Principal	Weekly	
3	Use student work and assessment data to evaluate the effectiveness of Tier I instruction and adjust upcoming instruction.	Teachers, IC's, Dean	Ongoing	

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Strategy 2

Teachers and instructional leaders will utilize the DDI process to analyze student performance following CBAs, DBAs, concept quizzes, and other formative assessments to identify standards and students requiring reteach, intervention, or extension.

Strategy's Expected Result/Impact: Instructional decisions will be based on demonstrated student needs, resulting in increased mastery of grade-level TEKS and improved performance across STAAR achievement levels.

Staff Responsible for Monitoring: Principal, Dean of Instruction, Instructional Coaches, Teachers

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Conduct DDI meetings following CBAs, DBAs, concept quizzes, and other identified assessments to analyze student performance.	Dean, IC's, Teachers	Biweekly DDI meetings	
2	Identify students and TEKS requiring reteach, intervention, or extension based on assessment results.	IC's, Teachers	After assessm ents	
3	Develop and implement reteach plans and monitor subsequent student performance to determine effectiveness.	Teachers, IC's	Ongoing	

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	June

Strategy 3

Students will receive targeted intervention and small-group instruction based on identified academic needs, with intervention groups and instructional focus adjusted as student data demonstrates progress or continued need. Fifth-grade students will receive additional instructional support through the campus double-block structure that connects intervention with Tier I RLA and Mathematics instruction.

Strategy's Expected Result/Impact: Students performing below grade level will demonstrate accelerated progress toward grade-level standards while students demonstrating mastery receive appropriate extension.

Staff Responsible for Monitoring: Teachers, Instructional Coaches, Dean of Instruction, Principal

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Identify students requiring intervention or extension using assessment and progress-monitoring data.	Teachers, Ic's	After each assessm ent cycle	
2	Provide targeted small-group instruction based on identified TEKS and individual student needs.	Teachers, Ic's	Ongoing	
3	Implement the 5th-grade double-block intervention structure in RLA and Math to provide additional targeted instructional time.	Teachers, Ic's, Dean	Daily	
4	Monitor intervention groups and adjust student placement and instructional focus based on demonstrated progress.	Teachers, ICs, Dean	Ongoing	

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

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November **March** **June**

Strategy 4

The campus will provide targeted instructional coaching, collaborative planning, modeling, and professional learning in Mathematics to strengthen teacher content knowledge, curriculum understanding, instructional rigor, and delivery of grade-level TEKS, with particular emphasis on fifth-grade Mathematics.

Strategy's Expected Result/Impact: Improved rigor and consistency of Mathematics instruction and increased student performance at Approaches, Meets, and Masters.

Staff Responsible for Monitoring: Principal, Dean of Instruction, Mathematics Instructional Coach, District Instructional Support, Mathematics Teachers

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Provide targeted coaching and collaborative planning for Math teachers focused on content knowledge, curriculum internalization, and grade-level rigor.	IC, Dean	Weekly	
2	Model rigorous Math lessons and instructional practices based on identified teacher needs.	IC, Dean	Ongoing	
3	Analyze 5th-grade Math data following assessments to identify instructional gaps and determine reteach/intervention needs.	Principal, Dean, IC's, Teachers	After assessm ents	
4	Conduct focused walkthroughs of Math classrooms and provide actionable feedback to teachers.	Principal, Dean, IC's	Ongoing	

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November **March** **June**

Performance Objective 2

By the end of the 2026-2027 school year, Jane Long Intermediate will increase its Domain II-A Academic Growth raw score from 47 to 68.

Evaluation Data Source: 2027 TEA Accountability Domain II-A Academic Growth data.

Strategy 1

Teachers will consistently implement Academic Monitoring practices to gather evidence of student learning during instruction, provide specific in-the-moment feedback, identify misconceptions, and adjust instruction based on demonstrated student understanding.

Strategy's Expected Result/Impact: Teachers will identify learning gaps sooner and respond during instruction, resulting in increased individual student growth.

Staff Responsible for Monitoring: Principal, Dean of Instruction, Instructional Coaches, Teachers

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Train and reinforce campus expectations for Academic Monitoring, including monitoring student work, identifying misconceptions, and providing in-the-moment feedback.	Principal, Dean, IC's	Ongoing	
2	Conduct focused walkthroughs specifically measuring implementation of Academic Monitoring practices.	Principal, Dean, IC's	Weekly	
3	Provide teachers actionable feedback following observations and monitor implementation during subsequent walkthroughs.	Principal, Dean, IC's	Ongoing	
4	Use PLC and coaching time to model, practice, and refine Academic Monitoring techniques based on identified teacher needs.	IC's, Teachers	Ongoing	

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November **March** **June**

Strategy 2

Teachers, Instructional Coaches, and administrators will monitor individual student performance and growth following CBAs, DBAs, concept quizzes, and other progress measures to identify students who are not demonstrating expected growth and determine appropriate instructional responses.

Strategy's Expected Result/Impact: Students who are not demonstrating expected growth will be identified earlier and receive targeted instructional support before learning gaps increase.

Staff Responsible for Monitoring: Principal, Dean of Instruction, Instructional Coaches, Teachers

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Maintain individual student growth data following CBAs, DBAs, concept quizzes, and other identified assessments.	Teachers, IC's	Ongoing	
2	Identify students who are not demonstrating expected growth and determine appropriate instructional responses.	Teachers, IC's, Dean	After assessments	
3	Review identified focus students during PLC/DDI meetings and adjust intervention, small groups, or Tier I instructional responses.	Teachers, IC's, Dean	After assessments	
4	Campus leadership will review grade-level growth trends to evaluate progress toward the Domain II-A goal of 68.	Principal, Dean, IC's	During performance management meetings	

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

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Strategy 3

Instructional Coaches will implement a 50/50 coaching and intervention model, dedicating approximately half of their instructional time to direct student intervention and half to teacher coaching, modeling, planning, feedback, and instructional support. Additional district Instructional Coaches will be utilized to provide targeted intervention and classroom support based on identified campus and student needs.

Strategy's Expected Result/Impact: Students will receive additional targeted instructional support while teachers receive job-embedded coaching designed to improve instructional effectiveness and student growth.

Staff Responsible for Monitoring: Principal, Dean of Instruction, Instructional Coaches, District Curriculum/Instructional Staff

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Develop IC schedules that dedicate approximately 50% of instructional time to direct student intervention and 50% to teacher coaching/support.	Principal, Dean, IC's	Ongoing	
2	Assign IC intervention groups based on student performance and growth data.	Dean, IC's	After assessm ents	
3	Utilize district ICs to provide additional intervention, modeling, coaching, and classroom support based on identified needs.	Principal, Dean, IC's	Ongoing	
4	Monitor student performance and teacher implementation to determine the effectiveness of IC support.	Principal, Dean	After assessm ents	

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Strategy 4

Campus administrators and Instructional Coaches will utilize the Observation/Feedback process to provide teachers with frequent, actionable feedback focused on Academic Monitoring, rigor, responsive instruction, and identified areas of instructional need.

Strategy's Expected Result/Impact: Teachers will improve identified instructional practices through short cycles of observation, feedback, practice, implementation, and follow-up.

Staff Responsible for Monitoring: Principal, Dean of Instruction, Instructional Coaches, Region 6 Support Staff

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Participate in Region 6 Observation/Feedback professional learning and implementation support.	Principal, Dean, IC's	Yearly	
2	Conduct short observation cycles focused on identified high-leverage instructional practices.	Principal, Dean, IC's	Weekly	
3	Provide teachers specific, actionable feedback and opportunities to practice identified instructional improvements.	Principal, Dean, IC's	Ongoing	
4	Conduct follow-up observations to monitor implementation and determine next coaching steps.	Principal, Dean, IC's	Ongoing	

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November **March** **June**

Performance Objective 3

By the end of the 2026-2027 school year, Jane Long Intermediate will increase its Closing the Gaps Domain score from 62 to 70 by improving achievement and academic growth across identified student groups.

Evaluation Data Source: 2027 TEA Accountability Closing the Gaps Domain data, including Academic Achievement, Academic Growth, English Language Proficiency, and Student Success indicators for identified student groups.

Strategy 1

General Education and Special Education teachers will strengthen collaborative instructional practices in ICS classrooms through clearly defined roles, collaborative planning, implementation of required accommodations and supports, and shared responsibility for rigorous grade-level Tier I instruction.

Strategy's Expected Result/Impact: Students receiving Special Education services will have increased access to rigorous grade-level instruction and demonstrate improved achievement and academic growth.

Staff Responsible for Monitoring: Principal, Dean of Instruction, Special Education Lead/Department, Instructional Coaches, General Education Teachers, Special Education Teachers

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Establish and communicate clear roles and responsibilities for Gen Ed and SPED teachers in ICS classrooms.	IC's, Principal	Semester	
2	Provide opportunities for Gen Ed and SPED teachers to collaboratively plan instruction, accommodations, supports, and student responses.	Teachers, IC's	Ongoing	
3	Conduct walkthroughs in ICS classrooms to monitor collaboration, student access to Tier I instruction, and implementation of accommodations/supports.	Principal, Dean, IC's	Ongoing	
4	Review SPED achievement and growth data to determine effectiveness of ICS instructional support.	Principal, Dean, IC's		

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November **March** **June**

Strategy 2

Special Education resource instruction will maintain rigorous grade-level expectations while providing specially designed instruction based on individual student needs and IEP requirements. Student progress will be regularly monitored to determine the effectiveness of instruction and necessary adjustments.

Strategy's Expected Result/Impact: Students receiving Resource services will demonstrate increased mastery of grade-level standards and improved individual academic growth.

Staff Responsible for Monitoring: Special Education Teachers, Special Education Leadership, Dean of Instruction, Principal

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Ensure Resource instruction is aligned to grade-level TEKS while providing SDI based on individual IEP needs.	SPED Teachers	Daily	
2	Review lesson plans, student work, and classroom instruction to monitor rigor and alignment.	SPED Teachers, Principal, Dean	Ongoing	
3	Monitor progress toward IEP goals and grade-level academic performance to determine necessary instructional adjustments.	SPED Teachers	Progress reports	
4	Provide coaching and support to Resource teachers based on walkthrough and student-performance data.	SPED Teachers, IC's, Dean	Ongoing	

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November **March** **June**

Strategy 3

Teachers will provide Emergent Bilingual students with consistent opportunities to engage in purposeful academic discourse and English-rich instructional materials across content areas, with intentional opportunities to listen, speak, read, and write in academic English.

Strategy's Expected Result/Impact: Emergent Bilingual students will demonstrate increased academic achievement and English language proficiency, with particular emphasis on improving Speaking and overall TELPAS progress.

Staff Responsible for Monitoring: Teachers, EB/Bilingual Staff, Instructional Coaches, Dean of Instruction, Principal

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Embed structured academic discourse opportunities across content areas to increase student use of academic English.	Teachers	Daily	
2	Provide EB students consistent opportunities to listen, speak, read, and write using English-rich grade-level instructional materials.	Teachers	Daily	
3	Monitor EB student language development and academic performance using TELPAS-related progress data, classroom evidence, and assessment results.	Teachers, BL IC's	Ongoing	
4	Provide coaching/support to teachers in implementing effective language-development strategies across content areas.	BL IC's, Dean	Ongoing	

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November **March** **June**

Goal 2

Jane Long Intermediate will strengthen instructional capacity and consistency through high-quality professional learning, collaborative planning, instructional coaching, Observation/ Feedback, and consistent implementation of effective instructional practices.

Performance Objective 1

By May 2027, 100% of core instructional teams will consistently participate in weekly PLCs that include collaborative planning, lesson internalization, review of student data, modeling of instructional practices, and planning approximately two weeks in advance.

Evaluation Data Source: PLC agendas and documentation, collaborative planning documents, lesson plans, DDI documentation, student assessment data, and Instructional Coach/administrative PLC monitoring.

Strategy 1

Campus leadership and Instructional Coaches will facilitate a consistent weekly PLC process that provides teachers protected time to collaboratively plan rigorous Tier I instruction, internalize curriculum, anticipate student misconceptions, model instructional practices, and review student data.

Strategy's Expected Result/Impact: Increased consistency, rigor, and alignment of Tier I instruction through effective collaborative planning, lesson internalization, modeling, and use of student data to guide instructional decisions.

Staff Responsible for Monitoring: Principal, Dean of Instruction, Instructional Coaches

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Maintain weekly protected PLC/planning time for core instructional teams.	Principal, Dean	Weekly	
2	Collaboratively plan approximately two weeks in advance using district curriculum, TEKS, assessment information, and student needs.	Teachers, IC's	Weekly	
3	Utilize PLC time to model lessons, instructional practices, questioning, Academic Monitoring, and other identified areas of need.	IC's, Teachers	Ongoing	
4	Campus leadership and ICs will monitor PLC implementation and provide support based on team and teacher needs.	Principal, Dean, IC's	Ongoing	

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	June

Performance Objective 2

By May 2027, 100% of teachers identified through walkthrough, Observation/Feedback, coaching, or student-performance data as needing targeted instructional support will receive documented coaching, modeling, professional learning, or feedback with follow-up monitoring of implementation.

Evaluation Data Source: Classroom walkthrough data, Observation/Feedback documentation, Instructional Coach coaching logs, professional learning documentation, teacher feedback/action steps, follow-up observation data, and student performance data.

Strategy 1

Campus administrators and Instructional Coaches will implement frequent Observation/Feedback cycles to identify high-leverage instructional needs and provide teachers with specific, actionable feedback followed by opportunities for practice and follow-up observation.

Strategy's Expected Result/Impact: Teachers will demonstrate measurable improvement in identified high-leverage instructional practices through frequent observation, actionable feedback, practice, and follow-up, resulting in more consistent and effective classroom instruction.

Staff Responsible for Monitoring: Principal, Dean of Instruction, Instructional Coaches

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Conduct frequent classroom observations/ walkthroughs to identify individual and campus instructional trends.	Principal, Dean, IC's	Weekly	
2	Identify a high-leverage instructional action based on observation and student evidence.	Principal, Dean, IC's	After walkthro ughs	
3	Provide specific, actionable teacher feedback and opportunities for modeling/practice when needed.	Principal, Dean, IC's	Ongoing	
4	Conduct follow-up observations to determine implementation, growth, and appropriate next steps.	Principal, Dean, IC's	Ongoing	

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	March	June

Strategy 2

New teachers and teachers identified as needing additional instructional support will receive differentiated job-embedded coaching, modeling, planning assistance, professional learning, and feedback based on individual teacher and student needs.

Strategy's Expected Result/Impact: New and identified teachers will demonstrate increased instructional capacity and consistent implementation of campus instructional expectations as a result of individualized coaching, modeling, planning support, and professional learning.

Staff Responsible for Monitoring: Principal, Dean of Instruction, Instructional Coaches

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Identify teacher support needs using experience, walkthroughs, assessment results, and instructional data.	Principal, Dean, IC's	Ongoing	
2	Develop differentiated coaching/support based on identified needs rather than a one-size-fits-all approach.	Dean, IC's	Ongoing	
3	Provide modeling, co-planning, observation, feedback, and professional learning based on identified needs.	IC's, Dean	Ongoing	
4	Monitor teacher implementation and student data to determine effectiveness and adjust support.	Principal, Dean, IC's	After assessm ents	

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

November	March	June

Strategy 3

Campus leadership will support the recruitment, development, certification, and retention of qualified teachers in identified high-need areas through intentional hiring practices, differentiated support, professional learning, mentoring, and ongoing monitoring of staffing needs.

Strategy's Expected Result/Impact: Jane Long will increase staff stability and instructional capacity by retaining effective teachers, supporting new and developing teachers toward successful certification and instructional growth, and reducing staffing gaps in identified high-need areas.

Staff Responsible for Monitoring: Principal, Dean of Instruction

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Monitor staffing, certification status, vacancies, and anticipated staffing needs in identified high-need areas.	Principal	Ongoing	
2	Utilize intentional recruitment and hiring practices to identify qualified candidates who meet campus instructional and program needs.	Principal	Ongoing	
3	Provide differentiated support, mentoring, coaching, and professional learning to new and developing teachers based on identified needs.	Dean, IC's, Admin	Ongoing	
4	Monitor new-teacher progress, certification needs, instructional performance, and retention concerns throughout the school year.	Principal, Dean	Ongoing	

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing

Formative Reviews

November **March** **June**

Performance Objective 3

By May 2027, at least 90% of classrooms will demonstrate consistent implementation of identified campus instructional expectations, including rigorous Tier I instruction, Academic Monitoring, student engagement, and responsive instructional practices, as measured through walkthrough and Observation/Feedback data.

Evaluation Data Source: Campus walkthrough data, Observation/Feedback data, Academic Monitoring implementation data, Instructional Coach observations, student work/evidence of learning, and classroom implementation trend data.

Strategy 1

Campus leadership and Instructional Coaches will establish, communicate, model, and monitor a focused set of campus instructional look-fors aligned to Jane Long's identified instructional needs, with Academic Monitoring and instructional rigor serving as primary areas of emphasis.

Strategy's Expected Result/Impact: By May 2027, at least 90% of classrooms will consistently demonstrate identified campus instructional expectations, including rigorous Tier I instruction, Academic Monitoring, student engagement, and responsive instructional practices.

Staff Responsible for Monitoring: Principal, Dean of Instruction, Instructional Coaches

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Communicate clear instructional expectations and focused classroom look-fors to all instructional staff.	Principal, Dean, IC's	Ongoing	
2	Model and provide professional learning on Academic Monitoring, rigor, student engagement, and responsive instruction.	Dean, IC's	Ongoing	
3	Collect walkthrough data to determine individual, team, content-area, and campus implementation trends.	Principal, Dean, IC's	Weekly	
4	Use walkthrough trends to determine subsequent coaching, PLC, and professional-development priorities.	Principal, Dean, IC's	Ongoing	

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

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November **March** **June**

Strategy 2

Professional learning will be aligned to campus, teacher, and student data and will prioritize identified instructional needs including Academic Monitoring, rigor, small-group instruction, classroom management, curriculum knowledge, and responsive teaching practices.

Strategy's Expected Result/Impact: Professional learning will result in observable improvement in classroom practices related to identified campus needs, including Academic Monitoring, rigor, small-group instruction, classroom management, curriculum knowledge, and responsive instruction.

Staff Responsible for Monitoring: Principal, Dean of Instruction, Instructional Coaches

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Use walkthrough, coaching, survey, and student-performance data to identify professional-learning needs.	Principal, Dean, IC's	Ongoing	
2	Provide campus, team, or individualized professional learning based on identified needs.	Principal, Dean, IC's	Ongoing	
3	Provide teachers opportunities to practice/ model new instructional practices during PLCs and coaching	IC's, Teachers	Ongoing	
4	Monitor classroom implementation following professional learning and provide additional support as needed.	Principal, Dean, IC's	Ongoing	

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November **March** **June**

Goal 3

Jane Long Intermediate will maintain a safe, supportive, and engaging campus environment that promotes student attendance, positive behavior, staff collaboration, and meaningful family and community engagement.

Performance Objective 1

By the end of the 2026-2027 school year, Jane Long Intermediate will increase average daily attendance from 94.91% to at least 95%.

Evaluation Data Source: Daily and six-week attendance reports, chronic absenteeism data, student attendance intervention records, parent contact documentation, attendance trend data, and final 2026-2027 campus attendance data.

Strategy 1

Jane Long Intermediate will implement a systematic attendance monitoring and intervention process to identify students demonstrating attendance concerns and provide timely, tiered interventions to students and families.

Strategy's Expected Result/Impact: Students with emerging attendance concerns will be identified and supported earlier, resulting in decreased absenteeism and an increase in overall campus attendance from 94.91% to at least 95%.

Staff Responsible for Monitoring: Principal, Assistant Principals, Attendance Staff, Counselors

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Review campus and individual student attendance data to identify students demonstrating attendance concerns or patterns of absenteeism.	Admin, Attendance, Juvenile Manager	Weekly	
2	Contact families of students with identified attendance concerns and communicate the impact of regular attendance on student achievement.	Admin, Attendance, Juvenile Manager	Ongoing	
3	Implement individualized attendance interventions for students demonstrating continued attendance concerns.	Admin, Attendance, Juvenile Manager, Counselors	Ongoing	
4	Monitor students receiving attendance interventions and adjust support based on subsequent attendance data.	Admin, Attendance, Juvenile Manager	Each six weeks	

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Strategy 2

The campus will promote regular attendance through consistent communication, student and family awareness, positive recognition, and campus-wide attendance initiatives designed to reinforce the importance of being present and engaged in school.

Strategy's Expected Result/Impact: Increased student and family awareness of the importance of regular attendance will contribute to improved attendance habits and support the campus goal of achieving at least 95% attendance.

Staff Responsible for Monitoring: Principal, Assistant Principals, Attendance Staff

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Regularly communicate campus attendance expectations and attendance data to students, staff, and families.	Principal, Attendance, Juvenile Manager	Ongoing	
2	Recognize students, grade levels, or groups demonstrating strong or improved attendance.	Principal, Attendance, Juvenile Manager	Ongoing	
3	Incorporate attendance messaging into ParentSquare, newsletters, family events, and student communications.	Principal, Attendance, Juvenile Manager	Ongoing	
4	Review campus attendance trends and adjust attendance initiatives based on identified patterns.	Principal, Attendance, Juvenile Manager	Ongoing	

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Performance Objective 2

During the 2026-2027 school year, Jane Long Intermediate will maintain the reduction in overall disciplinary incidents while decreasing recurring classroom-based behaviors that result in loss of instructional time through consistent classroom management, behavioral expectations, and student support systems.

Evaluation Data Source: Discipline referral data, classroom referral trends, ISS and BEST placement data, repeat-offender data, walkthrough observations, student survey data, and campus discipline reports.

Strategy 1

Teachers and campus leadership will consistently implement classroom management practices and clearly defined behavioral expectations to address routine student behaviors within the classroom while maximizing student access to instruction.

Strategy's Expected Result/Impact: Classroom teachers will demonstrate increased capacity to address routine student behaviors consistently and effectively, resulting in fewer recurring classroom disruptions and reduced loss of instructional time while maintaining the campus's overall reduction in discipline incidents.

Staff Responsible for Monitoring: Principal, Assistant Principals, Dean of Instruction, Instructional Coaches

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Communicate and reinforce consistent campus and classroom behavioral expectations.	Admin, Teachers	Ongoing	
2	Use walkthrough and discipline data to identify classroom-management trends and teachers requiring additional support.	Admin, Dean	Ongoing	
3	Provide coaching, modeling, and professional learning in classroom management based on identified needs.	Admin, IC's	Ongoing	
4	Monitor implementation and classroom behavior trends following coaching/support.	Admin, Dean	Ongoing	

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

November **March** **June**

Strategy 2

Jane Long Intermediate will utilize campus behavioral support systems, including BEST, ISS, counseling, administrative intervention, and other individualized supports, to address students demonstrating recurring behavioral needs while maintaining access to academic instruction whenever appropriate.

Strategy's Expected Result/Impact: Students demonstrating recurring behavioral concerns will receive targeted and appropriate support, resulting in improved behavior, fewer repeated disciplinary incidents, and increased time engaged in classroom instruction.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, BEST/ISS Staff

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Review discipline data to identify students demonstrating repeated behavioral concerns or patterns.	AP's, Counselor's	Ongoing	
2	Determine appropriate behavioral supports and interventions based on individual student needs.	Admin, Counselors, BEST Staff	Ongoing	
3	Utilize BEST, ISS, counseling, parent conferences, and other supports based on identified student needs.	Admin, Counselors, BEST Staff	Ongoing	
4	Monitor student behavior following intervention and adjust supports when recurring concerns continue.	AP's, Counselors	Ongoing	

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November **March** **June**

Performance Objective 3

During the 2026-2027 school year, Jane Long Intermediate will maintain at least eight meaningful family engagement opportunities while increasing family participation and access through PTO activities, academic events, student conferences, and other campus engagement opportunities.

Evaluation Data Source: Family engagement event calendars and sign-in records, PTO participation data, parent conference documentation, ParentSquare communication data, family survey results, and family feedback.

Strategy 1

Jane Long Intermediate will provide multiple and accessible opportunities for families to engage with the campus through family events, PTO, academic activities, parent conferences, and consistent two-way communication regarding student academic, behavioral, attendance, and campus needs.

Strategy's Expected Result/Impact: Families will have increased opportunities and access to participate in and communicate with the campus, resulting in increased family participation, stronger school-family partnerships, and collaborative support for student academic, behavioral, and attendance success.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Teachers, Parent/Family Engagement Staff

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Provide at least eight family engagement opportunities throughout the 2026-2027 school year.	Principal, Campus Staff	Ongoing	
2	Continue to support and expand opportunities for family participation through PTO and campus activities.	Principal, PTO	Ongoing	
3	Utilize whole-team parent conferences when appropriate to provide families a comprehensive understanding of student academics, behavior, attendance, and needs.	Teachers, Admin, Counselors	Ongoing	
4	Utilize ParentSquare and other communication methods to provide families timely campus information and opportunities for two-way communication.	Principal, Teachers, Campus Staff	Ongoing	
5	Review family participation and survey feedback to identify barriers and determine opportunities to make engagement more accessible.	Principal, Campus Leadership	Once a semester	

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November **March** **June**

Bryan Independent School District

Sul Ross Elementary

Accountability Rating: C

Distinction Designation:
Academic Achievement in Mathematics

2026-2027 Campus Improvement Plan

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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

Demographics

Summary

Sul Ross Elementary School is one of fourteen elementary schools 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 89,500 residents. Of these individuals, about 16% are African American, 38% are White, and 41% are Hispanic. The median household income for Bryan, TX is approximately $59,289, with about 15% of families living in poverty. In this community, approximately 84% of individuals over age 25 have a high school diploma, and about 30% have a bachelor's degree or higher.

For the 2025-2026 school year, Sul Ross serves 478 students in ECSE (Early Childhood Special Education) through 4th grade. Student demographics include 30.75% African American, 28.66% White, and 32.64% Hispanic students, with enrollment trends remaining stable. Specialized programs on campus include ECSE, SAILS, BEST, and Explore.

There campus employs 54 classroom teachers and paraprofessionals. Staff demographics include 57% white, 20.4% Hispanic, and 19% African American educators, with an average experience level of 1-5 years.

Strengths

-Variety of programs (ECSE, SAILS, BEST, Explore)

-Ratio of students with Dyslexia to SPED (K-2 reading teachers teach foundational reading skills)

-Balanced student demographics as a campus (1/3, 1/3, 1/3)

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	The percentage of students identified for Special Education at Ross is 25%, which suggests a potential over-identification of students who might instead be successful with stronger Tier 1 and Tier 2 classroom interventions.	The continued development of a systematic, consistently monitored MTSS framework, along with strengthening teacher capacity in differentiation, will support more effective classroom-based interventions and ensure students receive targeted support prior to Special Education identification.

★ = Priority

Student Learning

Summary

Ross Elementary's overall accountability rating declined from a 77 (C) in 2024 to a 71 (C) in 2025. Domain performance included:

Student Achievement - 74 (C) in 2024, 72 (C) in 2025
School Progress - 80 (B) in 2024, 75 (C) in 2025
Closing the Gaps - 73 (C) in 2024, 63 (D) in 2025

Current student performance levels indicate opportunities for growth across all achievement bands:
Approaches Grade Level or Above - 67% in reading and 53% in math
Meets Grade Level or Above - 47% in reading and 42% in math
Masters Grade Level - 28% in reading and 28% in math.

A deeper review of Domain 3: Closing the Gaps reveals significant performance gaps among our African American student subgroup. Currently, 16% of African American students are performing at the Meets level or above in Reading, while 9% are performing at the Meets level or above in Math. Growth data further indicates that 45% of African American students demonstrated growth in Reading and showing growth in ELA and 24% demonstrated growth in Math

Ross Elementary provides a variety of academic support programs to meet the diverse needs of students including Special Education services (Resource, SAILS, ECSE and BEST), and the Explore Highly Gifted Academy.

To strengthen student outcomes, Ross Elementary will continue refining systems for data analysis and progress monitoring. Enhanced professional development opportunities will support staff in effectively collecting, analyzing, and utilizing student data to drive instructional decisions and provide targeted interventions. Particular emphasis will be placed on addressing achievement gaps and meeting the needs of economically disadvantaged students and other identified student groups.

Strengths

Professional tutors hired to support 3rd & 4th grade ELA and math instruction.

Experienced teachers hired to fill vacancies in the Highly Gifted Academic Program, 3rd Reading and 4th Math.

Intervention blocks embedded in 2025-2026 master schedule for all grade levels.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	During the 2025-2026 school year], only 53% of students approached or exceeded grade-level expectations in math, indicating a need for a more systematic and consistent Tier 2 and Tier 3 intervention framework.	The campus master schedule and resource allocation model do not provide dedicated collaborative planning time for teachers and instructional coaches to design, implement, and monitor targeted Tier 2 and Tier 3 mathematics interventions.
2	Academic performance data indicates limited year-over-year growth among students in Special Education, economically disadvantaged students, and African American students across content areas.	A lack of aligned planning structures and integrated professional learning opportunities results in inconsistent instructional practices and limited collaboration between Special Education and general education staff.

★ = Priority

School Processes & Programs

Summary

Ross Elementary supports continuous improvement through staff evaluation, instructional coaching, professional development, and collaborative decision-making. Teachers analyze student data after assessments and during PLCs to identify learning gaps, plan reteach strategies, and create action plans to improve achievement. Professional development is aligned to district initiatives, teacher needs, and student performance, with training provided in areas such as data analysis, behavior systems, PLCs, special education, and collaboration practices.

The campus serves a diverse student population through programs including At-Risk (53.77%), Dyslexia (5.44%), Economically Disadvantaged (67.15%), Explore (20.2%), ESL (1.46%), GT (23.43%), Section 504 (2.51%), and Special Education (25.52%). Ross also prioritizes student safety and positive behavior supports through Safe and Civil Schools practices, school-wide R.E.A.L. expectations, safety committees, drills, and ongoing protocol reviews throughout the year.

Strengths

-Adding ECSE Program (3 & 4 year olds)

-Additional Explore classes (2 classes in 1st grade & 2 classes in 2nd grade)

-PAWs Program (Rhys)

-Science Club (Invention Convention), Art Club

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Students DNQ for SPED services and there is not a plan for them to receive additional support outside of SPED. This indicates a need for strengthened follow up procedures for either 504 referral or additional intervention/documentation as these students may still require accommodations, interventions, or additional documentation to support educational access and success.	The campus is working toward strengthening a clearly defined and consistently monitored MTSS framework to ensure accountability for intervention documentation, progress monitoring, and post-DNQ student support processes.
2	51% of office disciplinary referrals originate from the classroom setting, indicating a need for strengthened classroom management practices and consistent implementation of behavior support systems.	Overall, the data indicates a need for strengthened classroom behavior systems, increased staff support and training, and more consistent implementation of proactive behavioral practices to reduce office disciplinary referrals and improve student outcomes.

★ = Priority

Perceptions

Summary

As the 2025-2026 school year comes to a close, Ross Elementary has experienced significant growth in campus culture, student behavior, and overall school climate. Intentional initiatives such as “staff cash” helped faculty and staff feel seen, valued, and appreciated, resulting in major gains in employee survey responses related to positive culture and mutual respect among staff and students.

Student-focused celebrations like “Awesome Dust” also contributed to a more encouraging and affirming environment, with staff increasingly recognizing positive behavior and building more positive-than-corrective interactions with students.

One of the campus’ biggest accomplishments was a dramatic reduction in discipline referrals, decreasing to only 35 office referrals by early May - an 84.2% decrease from previous year. Staff survey results reflected stronger confidence in how student behavior and discipline are handled and enforced fairly across the school.

Ross Elementary also saw strong family engagement throughout the year, with highly attended events such as Big Bang STEM Night, Family Game Night, and Someone Special Lunch helping strengthen the connection between school and home.

Strengths

1. Staff Cash has helped our team feel seen, valued, and focused on all the positives that are present on a daily basis.
2. "Awesome Dust" continues to recognize students who are meeting our Guidelines for Success.
3. As of early May, only 35 office referrals have been processed. This is an overall decrease of 84.2%!

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Teacher retention decreased from 84.6% in 2024-2025 to 69.4% in 2025-2026.	Staff need additional support and professional learning in proactive behavior management, deescalation, and Tier 1 behavior systems.
2	Parents feel welcome decreased from 95% in Fall 2024 to 89% in Fall 2025.	Lack of communication (access to platforms, PTO does not have access to Parent Square) and transparent procedures (flyers, more ways to communicate with families.)

★ = Priority

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 ☑ High Priority

The Domain 1 scale score for 3rd and 4th grade reading and math will increases by June 2027.

Evaluation Data Source: 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

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

Funding Sources: Instructional Resources Title I, A, $6,144

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

Formative Reviews

November	March	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

Formative Reviews

November	March	June

Performance Objective 2 ☑ High Priority

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.

Evaluation Data Source: Informal & formal observations, lesson plans, PLC meeting evidence, District Based Assessments, Spring Benchmarks, BOY/MOY/EOY MAP data, ECRs & SCRs, STAAR

Strategy 1

Instructional Coaches will partner with teachers throughout the year to analyze multiple sources of student data (MAP, Benchmarks, Concept Quizzes, DBAs, etc.) to evaluate the effectiveness of small-group instruction, and strategically plan targeted interventions to ensure individual student needs are identified, addressed, and accelerated.

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

Formative Reviews

November	March	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

Formative Reviews

November	March	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

Funding Sources: Professional Tutoring Title I, A, $20,992

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	March	June

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 2027.

Evaluation Data Source: The number of discipline referrals, DMC logs, and observation and walkthrough feedback on implementation of PBIS processes.

Strategy 1

The Ross Foundations team will provide professional development and ongoing support to ensure consistent implementation of Safe & Civil Schools, Foundations, and CHAMPS best practices through August professional development sessions and continued training throughout the school 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

Formative Reviews

November	March	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

Formative Reviews

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Strategy 3

The counselor will establish a welcoming committee to support new students and families as they transition into the school community, ensuring they feel connected, supported, and acclimated to campus culture and expectations.

Strategy's Expected Result/Impact: Incoming students will transition successfully into the Ross school community, allowing them to quickly acclimate to campus routines and expectations in order to support academic growth and achievement.

Staff Responsible for Monitoring: Admin, Counselor, Teacher(s)

Formative Reviews

November	March	June

Goal 3 A highly effective workforce will be recruited and retained to support student success.

Performance Objective 1 ✅ High Priority

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.

Evaluation Data Source: Teacher retention data, employee surveys, PBIS surveys, campus culture & climate

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 Elementary 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

Formative Reviews

November	March	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

Formative Reviews

November	March	June

Strategy 3

New teachers will be assigned a mentor and participate in campus mentoring meetings to strengthen their knowledge, skills, and understanding of Ross and Bryan ISD expectations, ensuring they are supported and positioned for 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

Formative Reviews

November	March	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

Formative Reviews

November	March	June

Goal 4 Strengthen relational capacity between the school community, families, employees and students.

Performance Objective 1 ☑ High Priority

By implementing attendance incentives, student attendance will increase by .20%.

Evaluation Data Source: Daily and YTD attendance rates, late arrivals, early pickups and individual class attendance records.

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,

Formative Reviews

November	March	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

Formative Reviews

November	March	June

Performance Objective 2 ☑ High Priority

Consistent communication across grade levels will increase parent involvement during all family engagement events.

Evaluation Data Source: Parent & employee surveys, attendance records, discipline, and climate & culture data.

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

Funding Sources: Instructional Materials Title I, A, $3,031

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	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

Formative Reviews

November	March	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

Formative Reviews

November	March	June

Funding Summary

Funding Summary

Local Funds - Campus

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	Rewards	--	$0.00
				Sub-Total	$0.00

Title I, A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Resources	--	$6,144.00
1	2	3	Professional Tutoring	--	$20,992.00
4	2	1	Instructional Materials	--	$3,031.00
				Sub-Total	$30,167.00

Bryan Independent School District

Neal Elementary

Accountability Rating: B

Distinction Designation:
Top 25 Percent: Comparative Academic Growth, Top 25 Percent: Comparative Closing the Gaps

2026-2027 Campus Improvement Plan

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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;
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Comprehensive Needs Assessment

Needs Assessment Overview

Summary

In the spring of 2026, the Neal Elementary CNA Planning Team met on May 6 and June 8 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 Bilingual Teacher
Cariann Zeitman, 1st grade Teacher
Marisa Lopez, 2nd grade Bilingual Teacher
Maria Jimenez, 3rd grade Bilingual Teacher
Kim Fuller, 4th grade Teacher
Aimee Collins, PE Teacher
Peyton Clark, SPED Teacher
Heather Taylor, Parent
Cornelius Taylor, Parent
Janet Tirado, Parent
Denise Bazy, Parent
Jimmie Gilbert, City of Bryan
Amanda Urrutia, Instructional Assistant
Sarah D'Olivera, Counselor
Latonya Chambers, ELA Instructional Coach
Nicole Marion, Math Instructional Coach
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

- Diverse student population
- Experienced Teachers
- Continued implementation of Foundations (REGAL, CHAMPS, REGAL Mart, Class Dojo)
- Continued implementation of after school programs
- Fall and spring survey positive from students and parents
- Increase of overall attendance rate
- Academic supports, student goal setting and tracking, and overall STAAR performance.

Needs

- Effectively meeting the needs of the varied academic and social needs of students
- Increase student proficiency overall, but especially in math
- Closing the gap between student sub-populations
- Decreasing number of Chronically absent students
- Attract more parents to learning events
- MTSS interventions

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 needs-based professional development, adjusting the master schedule to include an intervention block, increase effectiveness of Lesson Design PLCs, and the creation of a parent involvement committee to continue to grow and improve as a campus for the 2026-27 school year.

Title I, Element 1

Demographics

Summary

Neal Elementary is an elementary school in Bryan, Texas, 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 89,500 people. Of these individuals, 16% are African American, 38% are White, and 41% are Hispanic. The median household income for Bryan, TX is $59,289, with about 15% of families living in poverty. In this community, approximately 84% of individuals over age 25 have a high school diploma, and about 30% have a bachelor's degree or higher.

For the 2025-2026 school year, we have 295 students in grades Pre-K through 4th grade. Of our 295 students, 52 (17.63%) are African American, 15 are White (5.08%) and 221 (74.92%) 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 (SAILS, BEST and Resource), 504, and Gifted and Talented.

Looking at other information, we see that we have 92.54% that are economically disadvantaged and 40% that are limited emergent bilingual students. We have 1.02% students in our 504 program along with 8.81% and 27.12% in our Gifted and Talented and Special Education programs respectively. Compared to last year, these percentages have remained stable.

There are 28 total teachers at Neal Elementary. Of that number 14.3% are African American, 50% are White, and 35.7% are Hispanic.

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.

Strengths

- **Experienced teachers**
- **Diverse student population**

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Teachers are struggling to meet the varied academic and behavioral (social) needs of our students.	Staff need more structured processes, training, and resources to effectively use data and interventions to support diverse student needs.

★ = Priority

Student Learning

Summary

For 2025, Neal Elementary School had an Overall Accountability Rating of B (83). Additionally, we earned three Distinction Designations in Academic Achievement in ELA, Top 25% in Comparative Academic Growth, and Postsecondary Readiness.

For 2026, we are currently predicted to have an Overall Accountability Rating of B (80).

STAAR results were disaggregated by student race/ethnicity, economically disadvantaged status, emergent bilingual status, and special education status.

As we reviewed our student academic performance, the following strengths and weaknesses were identified:

Strengths:

- Academic support such as interventionists, ICs, tutorials
- Student goal setting and tracking progress
- Reading Horizons
- 2025 STAAR Data
    - ELA (79%,54%,18%)
        - 4th grade (89%,54%,16%)
- 2026 STAAR Data
    - ELA (73%, 50%, 17%)
    - Domain II- Academic Growth Score- 80
    - Domain III- 80
        - 12/16 ELA Points
        - 4/4 TELPAS Points
        - 12/16 ELA Growth
        - 10/16 Math Growth

Weaknesses:

- AA and SPED performance
- 2026 Math
    - Domain 1- 69
    - Domain 3- 0/16 points
    - 65%, 37%, 17%

In an effort to meet the needs of students at-risk of failing the state assessment and ensuring that all

students demonstrate sufficient growth, our instructional coaches provide pull-out interventions and teachers provide targeted small group instruction and 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 MAP, we continue to see that our students are not demonstrating sufficient proficiency. This is also evident in the percentage of students who attain meets and masters grade level on STAAR. 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 to drive instruction.

Strengths

- **Academic support such as interventionists, ICs, tutorials**
- **Student goal setting and tracking progress**
- **Reading Horizons**
- **2025 STAAR Data**
    - **ELA (79%,54%,18%)**
        - **4th grade (89%,54%,16%)**
- **2026 STAAR Data**
    - **ELA (73%, 50%, 17%)**
    - **Domain II- Academic Growth Score- 80**
    - **Domain III- 80**
        - **12/16 ELA Points**
        - **4/4 TELPAS Points**
        - **12/16 ELA Growth**
        - **10/16 Math Growth**

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	There is a discrepancy between sub-population performance.	A structured process for evaluating the effectiveness of targeted instructional supports and interventions for student sub-populations has not been fully developed and implemented.
2	Students are not truly mastering math concepts, therefore, are unable to apply them.	Instructional responses to identified learning gaps and misconceptions need further refinement to increase conceptual understanding and application of mathematical concepts.

★ = Priority

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.

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	27.12%
ESL/EB	45.42%
Economically Disadvantaged	92.52%
Gifted & Talented	8.81%
Dyslexia	6.1%
Section 504	1.02%

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 is 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
- Comfort Dog
- B-Safe App
- Threat Assessment Team

Our school day begins at 7:30 am and ends at 3:05 pm. Our master schedule provides for common planning periods. Grades 1-4 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
- Drum Club
- Baking Club
- Book Club
- Ballet Folklorico
- Student Ambassadors
- UIL
- GT Club

Attendance continues to be a focus for us. Our attendance rate increased this year from 95.31% to 96.02% and our percentage of chronically absent students decreased from 9.1% to 7%.

Strengths

- **GT numbers continue growing**
- **After school clubs & activities**
- **Technology still 1:1**

- **Library and guidance lessons as a part of the specials rotation maximize instructional time**
- **Effective implementation of Foundations**
- **Overall Attendance Rate**

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	We do not have a system in place to provide MTSS interventions.	Campus systems and procedures for coordinating intervention services and tracking student outcomes have not been fully developed.
2	We continue to have students who are chronically absent.	Processes for identifying and addressing the underlying causes of chronic absenteeism beyond attendance monitoring have not been fully developed.

★ = Priority

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.

This is our ninth year of implementing our daily social skills instruction which includes the Essential Eight, and it is our eighth 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 year is 96%. Regardless of the challenging year we experienced, we only lost 2 staff members.

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 awards assemblies 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:

- Their child is safe
- That staff really cares about their child
- Overall, the school is a friendly place.
- That the school views them as partners in their child’s education.

Strengths

- **No trends with discipline**

- **98% of students feel that adults treat them with kindness**
- **92% of students feel safe at school**
- **91% of parents feel welcome at school**
- **Continued implementation of Foundations**

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	We have higher parent attendance at social events compared to learning events.	There is not a systematic process for gathering and using family input to design and promote learning-focused engagement opportunities.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] District goals
- [x] Campus goals
- [x] Performance Objectives with summative review (prior year)
- [x] Campus/District improvement plans (current and prior years)
- [x] Planning and decision making committee(s) meeting data

Accountability Data

- [x] Texas Academic Performance Report (TAPR) data
- [x] Student Achievement Domain
- [x] Student Progress Domain
- [x] Closing the Gaps Domain
- [x] Accountability Distinction Designations
- [x] Local Accountability Systems (LAS) data

Student Data: Assessments

- [x] STAAR current and longitudinal results, including all versions
- [x] STAAR Emergent Bilingual (EB) progress measure data
- [x] Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- [x] Student failure and/or retention rates
- [x] Local benchmark or common assessments data
- [x] Observation Survey results
- [x] Texas approved PreK - 2nd grade assessment data
- [x] Other PreK - 2nd grade assessment data

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Migrant/non-migrant population including performance, progress, discipline, attendance and mobility/ stability**
- [x] **At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/ stability**
- [x] **Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/ stability**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Mobility/stability rate, including longitudinal data**
- [x] **Discipline records**
- [x] **Student surveys and/or other feedback**
- [x] **School safety data**
- [x] **Enrollment trends**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**

- [x] State certified and high quality staff data
- [x] Professional development needs assessment data
- [x] Evaluation(s) of professional development implementation and impact
- [x] T-TESS data
- [x] Staff mobility/stability
- [x] Support structures: mentors
- [x] Teacher recruitment/retention rates and other data
- [x] Classroom and school walkthrough data

Parent/Community Data

- [x] Parent surveys and/or other feedback
- [x] Parent engagement rate
- [x] Parent activity evaluations and feedback data

Support Systems and Other Data

- [x] Organizational structure data
- [x] Processes and procedures for teaching and learning, including program implementation
- [x] Budgets/entitlements and expenditures data
- [x] Technology and resource allocation data

Goals

Goal 1

By May 2027, we will increase the number of students who attain meets on STAAR from 43% to 48% and masters from 17% to 20%, the number of African American students who attain approaches will increase from 53% to 60% and meets from 29% to 35%, and the number of identified SPED students who attain approaches will increase from 28% to 35% as a result of effective differentiated instruction including appropriate reteach and enrichment.

Performance Objective 1 ☑ High Priority

60% of students will meet or exceed projected growth from BOY to EOY assessments by May 2027.

Evaluation Data Source: MAP
District assessment data

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,

Formative Reviews

November	March	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 Title I, A, $3,364, Summit K-12 Title III, A - LEP,

Formative Reviews

November	March	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

Formative Reviews

November	March	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: Local Funds - Campus,

Formative Reviews

November	March	June

Strategy 5

Teachers will facilitate student-driven goal-setting conferences in which students establish individualized academic goals aligned to grade-level success criteria. Students will monitor progress regularly, reflect on growth, adjust strategies as needed, and participate in six-week celebrations recognizing goal attainment and growth. Grade-level teams will establish common goal criteria and utilize data to support student ownership, motivation, and achievement.

Strategy's Expected Result/Impact: Student Achievement Data

Staff Responsible for Monitoring: Classroom Teachers
Principal/AP

Funding Sources: Local Funds - Campus,

Formative Reviews

November	March	June

Strategy 6

Teachers will utilize independently completed daily mastery check data to identify misconceptions, adjust instruction, and provide targeted application opportunities that require students to transfer learning to new tasks and real-world contexts. Student progress toward mastery and application will be monitored and tracked throughout the instructional cycle.

Strategy's Expected Result/Impact: Student Achievement Data

Staff Responsible for Monitoring: Principal/AP
ICs

Funding Sources: Local Funds - Campus,

Formative Reviews

November	March	June

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 2027.

Evaluation Data Source: MAP data (K-2)
District assessment
Teacher Observation Data

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,

Formative Reviews

November	March	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,

Formative Reviews

November	March	June

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 Reviews

November	March	June

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 Reviews

November	March	June

Strategy 5

Through weekly Lesson Design PLCs, teachers will strengthen content knowledge and instructional expertise by analyzing standards, anticipating misconceptions, and collaboratively designing high-quality lessons that include differentiated reteach and enrichment opportunities to ensure student mastery of grade-level expectations.

Strategy's Expected Result/Impact: Student Achievement Data

Staff Responsible for Monitoring: Principal/AP
ICs

Funding Sources: Math Instructional Coach Title I, A, $77,000, ELA Instructional Coach Title I, A, $77,000

Formative Reviews

November	March	June

Strategy 6

Teachers will engage in a Data-Driven Instruction process through weekly PLCs to identify the essential knowledge and skills within prioritized TEKS, develop standards-based knowledge and skills charts, establish clear success criteria, and use student performance data to inform instructional planning, intervention, and enrichment.

Strategy's Expected Result/Impact: Student Achievement Data

Staff Responsible for Monitoring: Principal

Funding Sources: Local Funds - Campus,

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	March	June

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 2027.

Evaluation Data Source: Student Achievement Data

Strategy 1

Student data meetings will be conducted twice per 6 weeks (analyzing tracking for mastery, guided reading binders, and assessment data).

Strategy's Expected Result/Impact: Student Achievement Data
Discipline Data

Staff Responsible for Monitoring: Principal/AP
ICs
Classroom Teachers

Funding Sources: Local Funds - Campus,

Formative Reviews

November	March	June

Strategy 2

Campus staff will implement a comprehensive MTSS framework that includes predetermined evidence-based interventions, consistent progress monitoring protocols, and data-driven decision-making processes to ensure timely support for students demonstrating academic and/or behavioral needs.

Strategy's Expected Result/Impact: Student Achievement Data

Staff Responsible for Monitoring: Principal
MTSS Committee

Funding Sources: Local Funds - Campus,

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	March	June

Strategy 3

Teachers will provide feedback to ICs regarding district assessments to ensure the validity of student data.

Strategy's Expected Result/Impact: Student Achievement Data

Staff Responsible for Monitoring: Classroom Teachers
ICs

Funding Sources: Local Funds - Campus,

Formative Reviews

November	March	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

Formative Reviews

November	March	June

Strategy 5

The master schedule will include a school wide intervention block.

Strategy's Expected Result/Impact: Student achievement data

Staff Responsible for Monitoring: Principal

Funding Sources: Local Funds - Campus,

Formative Reviews

November	March	June

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 2027.

Evaluation Data Source: Student plans
Student Achievement Data

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,

Formative Reviews

November	March	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,

Formative Reviews

November	March	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,

Formative Reviews

November	March	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,

Formative Reviews

November	March	June

Goal 2

By May 2027, we will increase our student attendance rate from 96.02% to 96.25% and decrease the percentage of students who are chronically absent from 7% to 5%.

Performance Objective 1 ☑ High Priority

Our student attendance rate will increase to 96.25% by May 2027.

Evaluation Data Source: Attendance data

Strategy 1

The attendance committee will seek input for attendance incentives and celebrations.

Strategy's Expected Result/Impact: Attendance Data

Staff Responsible for Monitoring: Principal
Attendance Committee

Funding Sources: Local Funds - Campus,

Formative Reviews

November	March	June

Strategy 2

Principal will meet weekly with students identified as chronically absent in the 25-26 school year to track attendance and provide incentives. Principal will also maintain constant communication (hand written letters, Parent Square 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,

Formative Reviews

November	March	June

Performance Objective 2

Discipline referrals will decrease by 10% by May 2027.

Evaluation Data Source: Discipline Data
Teacher Observations

Strategy 1

Staff will use Parent Square stickers as a positive behavior intervention and use a school store (REGAL Mart) for students to spend their points.

Strategy's Expected Result/Impact: Discipline Data
Student Achievement Data

Staff Responsible for Monitoring: Staff
Foundations Team

Funding Sources: Local Funds - Campus,

Formative Reviews

November	March	June

Strategy 2

Teachers will teach Essential Eight lessons once per week and REGAL social skills lessons 4 days per week.

Strategy's Expected Result/Impact: Discipline Data
Student Achievement Data

Staff Responsible for Monitoring: Teachers
Foundations Team

Funding Sources: Local Funds - Campus,

Formative Reviews

November	March	June

Strategy 3

Staff will implement the REGAL matrix as a tool to communicate expectations.

Strategy's Expected Result/Impact: Discipline Data
Student Achievement Data

Staff Responsible for Monitoring: Staff
Foundations Team

Funding Sources: Local Funds - Campus,

Formative Reviews

November	March	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,

Formative Reviews

November	March	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,

Formative Reviews

November	March	June

Strategy 6

Teachers will participate in monthly PLCs focused on implementing Tier 3 behavioral interventions, analyzing behavior data, and utilizing evidence-based strategies to support

students with intensive behavioral needs.

Strategy's Expected Result/Impact: Discipline Data

Staff Responsible for Monitoring: Principal

Funding Sources: Local Funds - Campus,

Formative Reviews

November	March	June

Goal 3

By May 2027, 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 2027.

Evaluation Data Source: Title I Audit
Parent Involvement Policy Program Evaluation

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,

Formative Reviews

November	March	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,

Formative Reviews

November	March	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,

Formative Reviews

November	March	June

Strategy 4

Teachers will utilize ClassDojo to communicate behavioral performance.

Funding Sources: Local Funds - Campus,

Formative Reviews

November	March	June

Performance Objective 2

Our school will conduct a minimum of 10 meaningful and needs-based parent learning opportunities by May 2027.

Evaluation Data Source: Title I Audit
Parent Involvement Policy Program Evaluation

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,

Formative Reviews

November	March	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: Childcare at PFE activities Title I, A, $250, SMART snacks at PFE activities Title I, A, $750, Instructional Resources for parents Title I, A, $1,406

Formative Reviews

November	March	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,

Formative Reviews

November	March	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,

Formative Reviews

November	March	June

Funding Summary

Funding Summary

Local Funds - Campus

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		--	$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	3		--	$0.00
1	2	4		--	$0.00
1	2	6		--	$0.00
1	3	1		--	$0.00
1	3	2		--	$0.00
1	3	3		--	$0.00
1	3	5		--	$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

3	1	1		--	$0.00
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	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Summit K-12	--	$0.00
				Sub-Total	$0.00

Title I, A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	RAZ Kids, Pebble Go	--	$3,364.00
1	2	5	Math Instructional Coach	--	$77,000.00
1	2	5	ELA Instructional Coach	--	$77,000.00
1	3	4	GT Instructional Resources	--	$500.00
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	$160,270.00

Bryan Independent School District

Navarro Elementary

Accountability Rating: C

Distinction Designation:
Top 25 Percent: Comparative Academic Growth

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
September 23, 2026 at 04:28 PM

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

Summary

Navarro Campus Needs Assessment Summary

In the spring of 2026, the Navarro Elementary CNA Planning Team met on April 21, May 4th and May 11th to conduct a comprehensive needs assessment of the entire school.

The planning team was made up of the following stakeholders:

- Dulce Salazar, PK Teacher
- Lauren Rodriguez, First Grade Teacher
- Gema Rodriguez, Second Grade
- Susy Valdez, Kindergarten Teacher
- Darla Glover, Third Grade Teacher
- Jessica Leon, Furth Grade Teacher
- Corina Zavala, Specials Teacher
- Nona Pierce, Assistant Principal
- Tara Hunter, Principal
- Barbara Bills, IA
- Elsa Arias, Registrar
- Katie Gee, Counselor
- Lauren Anderson, Math IC
- Sophia Nguyen, SpEd Resource
- Rebecca Bakalian, Community
- Francisca Bravo, Parent

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 2025-2026
- 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:

- Teacher and student relationships are positive. (95%) Parents felt welcomed and included in their child's education. Staff survey…percentage has stayed consistent…no low percentages.
- 3rd and 4th students are becoming better at goal setting. STAAR data shows our gaps are closing between 3rd and 4th. Reading did better at approaches and meets and Math did better at masters.
- High number of hispanic teachers to match the student population.
- GT percentages have increased.

Needs:

- At Risk percentages have increased. Increase in Sped population (dyslexia was recently added under SPED umbrella). We would like to see SPED population broken down into categories such as BEST.
- Teachers are young, teacher retention and lack of male role models in the school.
- At risk vs not at risk. 0% of at risk 3rd grade masters and not at risk was at 36%. At risk vs. not at risk gaps. At 4th grade there were bigger gaps. Huge correlation between at risk and performance on STAAR in 3rd and 4th grade.
- Student to student interactions were low. (Getting along). Motivation to come to school.

Due to needs assessment findings, student growth on STAAR, increased focus on SPED/At-Risk identified students, and increasing our increase student to student interaction 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 2026-2027 school year.

Title I, Element 1

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
- High number of hispanic teachers to match the student population.

Weaknesses:

- 82.19% of students are flagged as At Risk for dropping out.

- 45.37% of students are flagged for an Intervention Indicator.
- 86.7% of students are flagged as Economically Disadvantaged.

Problem Statements:

- Our teachers lack experience, most have 1-5 years experience. (15 teachers)
- Lack of male role models in school.

Strengths

- **Strengths:**
  - Stable staff and student population
  - Staff is highly qualified due to education and experience.
  - Low student counts in each grade level
  - High number of Hispanic teachers to match the student population.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Our teachers lack experience, most have 1-5 years experience.	There is limited staff that help coach or mentor our new teachers (0-5ys).
2 ★	Lack of male role models in school.	Lack off male teachers wanting to teach in Elementary.

★ = Priority

Student Learning

Summary

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.

For 2025, Navarro Elementary had an Overall Domain Rating of a C. The Student Achievement Rating was also a D, the School Progress Rating was a C, and the Closing the Gaps Rating increased to a C.

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.

In the 2025-2026 campus provides tutorials/intervention during the day by 3 retired certified teachers. Regular data talks and progress monitoring 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:

- ELA curriculum growth (Reading Horizons)
- 3rd and 4th grade students are good at goal setting.
- STAAR data shows our gaps are closing between 3rd and 4th.
- Reading did better at approaches and meets and Math did better at masters.

Weaknesses:

- At risk vs not at risk. 0% of at risk 3rd grade masters and not at risk was at 36%. Huge correlation between at risk and performance on STAAR in 3rd and 4th grade.
- 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 populati

Strengths

Strengths:

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- STAAR data shows our gaps are closing between 3rd and 4th.
- Reading did better at approaches and meets and Math did better at masters.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	SpEd students and other students with accommodations struggle with how to use their accommodations on tests.	Needs to be built into the lesson plans and how to use and explicitly teach accommodations,
2 ★	New teachers need explicit reteach and retest protocols and grading expectations.	Identify students, SEs, and where to pull reteach/ retest content from.

★ = Priority

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. 23.75% of our student population qualifies for Special Education, and 9.26% 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	23.75%
Bilingual/ESL/EB	42.04%
Gifted and Talented	3.33%
Dyslexia	9.26%
At-Risk	82.19%

School Processes and Program Strengths

1. Our staff are trained through Safe and Civil Schools, CHAMPS, and other programs to meet the educational ne
2. Our teachers are dedicated professionals who build positive relationships with their students.
3. GT percentages have increased.

Problem Statements Identifying School Processes and Program Needs

Problem Statement 1: Is Tier 1 instruction closing the learning gaps?
Root Cause: MTSS isn't being utilized properly and there is a misunderstanding of what MTSS is supposed to be.

Problem Statement 2: There should be more advanced programs to cater to GT (potential GT) Students.
Root Cause: The need to become more efficient at differentiation within the classroom.

Strengths

School processes and Program Strengths .

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2. Our teachers are dedicated professionals who build positive relationships with their students.
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Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Is Tier 1 instruction closing the learning gaps?	MTSS isn't being utilized properly and there is a misunderstanding of what MTSS is supposed to be.
2	There should be more advanced programs to cater to GT (potential GT) Students.	The need to become more efficient at differentiation within the classroom.

★ = Priority

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 retention data showed 66.7%, which is up 2.8% from the prior year rate of 63.9%.

Results from the staff survey indicate that most staff, 94%, feel Navarro has a positive culture, and 88% feel student discipline and behavior problems are handled effectively. There was a significant increase (94%) 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 Fiestas Patrias, Fall Festival, grade-level music programs, Black History program, and Dia de Los Niños. 92% 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:

- Teacher and student relationships are positive. (95%)
- Parents felt welcomed and included in their child's education.
- Staff survey…percentage has stayed consistent…no low percentages.

Weaknesses:

- Students report not getting along with each other.
- Students report low scores for the statement, "I like to come to school."

Problem Statements:

- Students are not getting along well with other students at school.
- Teacher retention rates have declined over the course of 6 years.

Strengths

Strengths:

- Teacher and student relationships are positive. (95%)
- Parents felt welcomed and included in their child's education.
- Staff survey…percentage has stayed consistent…no low percentages.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Students are not getting along well with other students at school.	Students cannot independently solve conflict positively.
2	Teacher retention rates have declined over the course of 6 years.	No concise system of communication needs.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Lack of male role models in school.	Lack off male teachers wanting to teach in Elementary.
2 ★	Our teachers lack experience, most have 1-5 years experience.	There is limited staff that help coach or mentor our new teachers (0-5ys).
3 ★	SpEd students and other students with accommodations struggle with how to use their accommodations on tests.	Needs to be built into the lesson plans and how to use and explicitly teach accommodations,
4 ★	New teachers need explicit reteach and retest protocols and grading expectations.	Identify students, SEs, and where to pull reteach/ retest content from.
5 ★	Students are not getting along well with other students at school.	Students cannot independently solve conflict positively.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

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

Accountability Data

- [x] Texas Academic Performance Report (TAPR) data
- [x] Student Achievement Domain
- [x] Student Progress Domain
- [x] Closing the Gaps Domain
- [x] Federal Report Card and accountability data

Student Data: Assessments

- [x] State and federally required assessment information
- [x] STAAR current and longitudinal results, including all versions
- [x] Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- [x] Observation Survey results

Student Data: Student Groups

- [x] Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- [x] Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- [x] Economically disadvantaged / Non-economically disadvantaged performance and participation data

- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**

Employee Data

- [x] **Staff surveys and/or other feedback**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- [x] **Budgets/entitlements and expenditures data**

Goals

Goal 1

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

Performance Objective 1

Increase the percentage of students showing growth on STAAR ELAR and Math from 2025-2026 to 2026-2027.

Evaluation Data Source: DBA Benchmarks; STAAR Results

Strategy 1

Third and Fourth grade teachers will analyze student MAP/STAAR data from the second grade EOY MAP and 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, Administrators

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Strategy 2

Increase teacher capacity to support EB students through intentional development of critical thinking, accountable talk, independent reading, and writing skills, with a focus on strengthening academic language and accelerating year-over-year TELPAS growth and proficiency.

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, Administrators

Funding Sources: Summit K-12 - TX Connect to Literacy ELD, RLA Mastery Title I, A, $2,700

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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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, 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

Formative Reviews

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Strategy 4

Job embedded professional learning during PLC, focusing on guided reading, independent reading, writing about reading, reading wall, 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, Administrators

Funding Sources: Reading A-Z Title I, A, $5,000, StoryWorks Title I, A, $1,500

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

Formative Reviews

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Strategy 5

Combine campus funds, Title 1, 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

Formative Reviews

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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 Source: MAP, School Profile

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

Formative Reviews

November	March	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; Student Goals will be reviewed

Staff Responsible for Monitoring: Teachers, IC's, Administrators

Funding Sources: Staff Development materials Local Funds - Campus, $1,500

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

Formative Reviews

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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, IC's, Administrators

Funding Sources: Reading A-Z; Scholastic StoryWorks; Breakout Edu Title I, A, $6,500, Small group materials; math materials; Patterns of Power books; Title I, A, $1,000

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

Formative Reviews

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Performance Objective 3

Provide additional academic opportunities to empower students to be academically and socially-emotionally successful.

Evaluation Data Source: Intervention Tracking

Strategy 1

Encourage reading and math by having Reading Night, Read Across America, Math and STEM Night. We will also promote 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

Funding Sources: Reading Night, student book club books & notebooks, Read Across America, Reading Incentives; Classroom book clubs, Library books Title I, A, $1,342

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Strategy 2

Increase targeted, differentiated instruction and provide well rounded education through additional pull-out and in-class support with Instructional coaches, 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, IA's, IC's, Administrators

Funding Sources: Tutors and Academic Support Instructional Aide; Title I, A, $6,404

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

Formative Reviews

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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

Formative Reviews

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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

Funding Sources: Buses for field trips and all day field trip for fourth graders to Camp Allen, OPAS Title I, A, $5,954

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

November	March	June

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 94.21% to 95%.

Evaluation Data Source: Daily Attendance Tracker

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

Formative Reviews

November	March	June

Strategy 2

Provide incentives for students that have exemplary (100%) attendance during a grading period. Perfect Attendance will also be recognized at the grade level virtual award ceremonies.

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

Formative Reviews

November	March	June

Performance Objective 2

Reduce referrals and behavior incidents in Branching Minds and Skyward.

Evaluation Data Source: Referrals in SkyWard and incident reports in Branching Minds

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

Formative Reviews

November	March	June

Strategy 2

Teach and reinforce STRONG expectations and common area expectations. This will be supported through our Foundations Committee.

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

Formative Reviews

November	March	June

Performance Objective 3

Expand family and community involvement in PTO, student learning, and school functions.

Evaluation Data Source: Sign in sheets, Surveys

Strategy 1

Create family support learning opportunities during monthly meetings and advertise them in advance so parents can plan to attend. Provide a monthly Parent Institute Newsletter to continue to edcuate families on the importance of being involved with their child's learning.

Strategy's Expected Result/Impact: Family involvement in their child's education.

Staff Responsible for Monitoring: Teachers, Administrators

Funding Sources: Parent Institute Newsletter Subscription Title I, A, $520, Snacks for monthly parent meetings Title I, A, $2,092

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

November	March	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

Formative Reviews

November	March	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

Formative Reviews

November	March	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

Formative Reviews

November	March	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

Formative Reviews

November	March	June

Performance Objective 4

Create opportunities for students to develop leadership skills.

Strategy 1

Utilize third and fourth grade students for Morning Meeting Anchors as well as other leadership roles in the our building.

Strategy's Expected Result/Impact: Students taking ownership of their actions and leading others to make STRONG choices.

Staff Responsible for Monitoring: Teachers, IA's, Administrators

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	June

Strategy 2

Utilize teachers to select responsible students who will be called to show new students around the school and help familiarize them with expectations.

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, Administrators

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	June

Strategy 3

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

Formative Reviews

November	March	June

Strategy 4

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

Formative Reviews

November	March	June

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 Source: Walk-through data

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

Formative Reviews

November	March	June

Performance Objective 2

Retain and recognize staff so they feel supported.

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

Formative Reviews

November	March	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

Formative Reviews

November	March	June

Funding Summary

Funding Summary

Local Funds - Campus

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Staff Development materials	--	$1,500.00
				Sub-Total	$1,500.00

Title I, A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Summit K-12 - TX Connect to Literacy ELD, RLA Mastery	--	$2,700.00
1	1	4	Reading A-Z	--	$5,000.00
1	1	4	StoryWorks	--	$1,500.00
1	2	3	Reading A-Z; Scholastic StoryWorks; Breakout Edu	--	$6,500.00
1	2	3	Small group materials; math materials; Patterns of Power books;	--	$1,000.00
1	3	1	Reading Night, student book club books & notebooks, Read Across America, Reading Incentives; Classroom book clubs, Library books	--	$1,342.00
1	3	2	Tutors and Academic Support Instructional Aide;	--	$6,404.00
1	3	4	Buses for field trips and all day field trip for fourth graders to Camp Allen, OPAS	--	$5,954.00
2	3	1	Parent Institute Newsletter Subscription	--	$520.00
2	3	1	Snacks for monthly parent meetings	--	$2,092.00
				Sub-Total	$33,012.00

CAMPUS NAME
Bryan ISD

2025–2026

A comprehensive needs assessment was conducted with a broad range of stakeholders who examined relevant academic achievement data, such as state assessments, local benchmarks, and classroom performance data. The purpose was to understand our students' most pressing needs and root causes. The data analysis revealed specific areas of focus identified in the Campus Improvement Plan.

This plan is based directly on the CNA, serving as the required second step of our year-long improvement process to improve the total campus instructional program.

The campus implements a coordinated set of evidence-based strategies designed to provide opportunities for all students, including subgroups and those most at risk, to meet or exceed the State's challenging academic standards, strengthen the academic program, increase attendance, strengthen parent involvement, and provide ongoing high-quality professional development to attract, support, and retain highly effective teachers.

- Evidence-based instruction is delivered in all core subjects: reading, math, science, and social studies.
- Leadership teams hold data review meetings every 4–6 weeks to monitor growth and adjust interventions.
- Academic and non-academic strategies are integrated to address student learning and well-being.
- Evidence-based strategies, including social-emotional learning, restorative practices, counseling, and staff training, prevent and address bullying, violence, and unsafe behaviors, with ongoing monitoring of behavioral data to guide interventions.

- Dropout prevention strategies are implemented by identifying at-risk students through attendance, grades, and engagement data and providing mentoring, credit recovery, flexible scheduling, accelerated instruction, and counseling to keep students on track to graduate.

- All instruction aligns with the Texas Essential Knowledge and Skills (TEKS).
- Students access a well-rounded, enriched, and accelerated curriculum that includes fine arts, STEM, and technology integration.
- Small-group instruction, supplemental digital tools, targeted tutoring, and additional learning time support mastery of standards.
- Postsecondary readiness activities prepare students for higher education and workforce opportunities.

- A Multi-Tiered System of Supports (MTSS) framework identifies and monitors at-risk students.
- Tiered instructional strategies, restorative practices, and social-emotional supports address academic and behavioral needs.
- Professional development builds staff capacity in effective instruction, use of data, and recruitment and retention of highly effective teachers and paraprofessionals.
- The campus supports teachers and paraprofessionals in meeting certification or qualification requirements, provides ongoing high-quality professional development, and implements initiatives to recruit, retain, and develop highly effective staff.

- Core instructional minutes are protected within the master schedule.
- Intervention and enrichment blocks are embedded to provide targeted supports and extensions.
- Extended learning opportunities include before- and after-school tutoring, summer programs, and accelerated coursework.
- Accelerated instruction is provided to students who did not meet proficiency on state assessments.
- Coordinated school health activities are implemented and evaluated through fitness checks, grades, attendance, and data on disadvantaged students, while

ensuring that all students participate in the required moderate to vigorous physical activity.

- Students participate in enrichment opportunities such as music, art, robotics, and technology.
- Advanced coursework and acceleration pathways are provided for students demonstrating readiness for higher-level learning.

- At-risk indicators include assessment performance, attendance, behavioral data, and social-emotional concerns.
- Students identified through MTSS receive targeted academic and non-academic interventions.
- Counseling, mentoring, school-based mental health services, and supplemental social worker support are available to assist at-risk students.
- Targeted instruction, prioritized learning time, and supplemental tutoring address the needs of students most at risk of not meeting standards.
- Alternative education programs, dropout recovery initiatives, and flexible scheduling options are available for students in danger of disengaging from school.

- Collaboration with public Pre-K providers, Head Start, and childcare agencies supports early learning transitions into elementary school.
- Structured transition activities with feeder middle and high schools ensure students are prepared academically and socially for the next grade span.

The campus consolidates multiple funding sources to create a comprehensive schoolwide program, maximizing impact and reducing duplication.

These resources include: Title I, Part A; State Compensatory Education (SCE); and Additional federal, state, and local funds.

The effectiveness of the schoolwide program is monitored and evaluated throughout the year to ensure continuous improvement.

- State assessments, local benchmarks, classroom performance, attendance, and perception surveys.
- Progress monitoring cycles and feedback loops ensure strategies and activities are implemented effectively and achieve intended results.
- An annual review determines overall program effectiveness, particularly for students most at risk of not meeting standards, and informs revisions to the Campus Improvement Plan. As required under TEC §29.081, the district evaluates the effectiveness of all SCE-funded programs in reducing disparities in performance and dropout rates, and reports results in a public hearing.

This evaluation process ensures that strategies remain aligned with the CNA and continue to address the needs of all students while driving academic growth and equity.

Bryan Independent School District

Mitchell Elementary

Accountability Rating: B

Distinction Designation:
Academic Achievement in English Language Arts/Reading, Top 25 Percent: Comparative Academic Growth

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
September 23, 2026 at 04:28 PM

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 inspire and challenge EVERY learner, EVERY day, through meaningful learning, strong relationships, and high expectations.

Vision

Mitchell Elementary will instill a love of learning and empower every student to reach their full potential.

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

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.

Parent feedback plays a critical role in helping us understand and meet the needs of our students and families. Through fall and spring BISD surveys, and our monthly Bulldog Parent and Caregivers group (PAC, Mitchell's 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. The feedback from these committees 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

Summary

The Mitchell CNA team met in the spring of 2026. The team first met on April 7, 2026 and again on May 14, 2026 to conduct a comprehensive needs assessment of the entire school including looking at student data, campus surveys and the vision and mission statements. 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, and TEA accountability ratings. As a result of this needs assessment, the following areas of strengths and needs emerged.

Strengths

- Attendance continues to improve.
- 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).
- Family engagement opportunities.

Needs

- ATTENDANCE:
  - Problem Statement: Mitchell's attendance rate is under 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.
- STUDENT LEARNING:
  - Problem Statement: Academic gaps continue to exist between the highest performing student groups and the lowest.
  - Accountability Ratings are steady with an 86 (B). Regardless, we continue to see gaps between the highest- and lowest-performing student groups, beginning 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: Parent feedback indicates a desire for additional opportunities for students to participate in school clubs, organizations, and extracurricular activities that foster engagement, leadership, and a sense of belonging.
  - Time, staffing, and scheduling constraints have limited the number and variety of extracurricular opportunities available to students.

Secondary areas of need include:

- Grading Protocols
- Inequities for African American students
- Additional Social Emotional support

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

2026-2027 school year:

- Increase Domain 1, Domain 2, and Domain 3 scores.
- Promote campus pride.
- Increase student attendance rate.
- Reduce the number of referrals.
- Continue to improve school-parent communication.
- Provide growth opportunities for staff.
- Increase opportunities for student connections within the school.

Demographics

Summary

Mitchell 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 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 2026-2027 school year, we have 404 students in grades PK-4. Of our 404 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, 230 students (58.65%) are economically disadvantaged.

We serve 7 students (2%) who are identified as LEP, 29 students (7%) in Gifted and Talented, 11 students (3%) in 504, and 80 students (19%) 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 - 1 full time
- Registered Nurse - 1
- Grade-Level Teachers - 19
- Specials Teachers - 3
- Special Education Teachers - 3
- Dyslexic Teachers - 1.5
- Instructional Paraprofessionals - 6
- Administrative Paraprofessionals - 2

Strengths

Mitchell Elementary continues to demonstrate positive growth and strong community support. Attendance improved from 95.49% in 2025–2026 to 95.6% in 2026–2027, placing the campus among the top five schools in the district for attendance. This achievement reflects our commitment to creating a welcoming, engaging learning environment and highlights the value families place on consistent school attendance.

With class sizes typically ranging from 20 to 25 students, teachers are able to build meaningful relationships with students and provide instruction that meets a variety of learning needs. These learning environments foster collaboration, engagement, and active participation, helping students reach their full potential.

Our campus is enriched by a diverse student population, with Hispanic (33.17%), White (33.41%), and Black (24.28%) students making up the majority of enrollment. This diversity strengthens our school community by providing students opportunities to learn from different perspectives and experiences. We remain committed to fostering an inclusive culture where every student feels valued, respected, and empowered to succeed.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	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.	Class rosters are not always balanced by student need.
2	The campus continues to serve students with diverse learning needs, requiring ongoing professional development and targeted interventions to support academic success.	Increasing variability in student learning needs requires a more systematic approach to differentiated instruction, progress monitoring, and targeted intervention delivery.
3	Mitchell staff does not represent the diversity of students on campus.	Lack of applicants that represent POC and male population.

★ = Priority

Student Learning

Summary

Accountability data from 2026 STAAR was released. The Domain 1 score was a 78 (C).

Comparisons over the past 3 years based on the Domain 1 scores is listed below:

	Math				Reading				**Overall**			
	DNM	A P	M	M	DNM	A P	M	M	DNM	A P	M	M
Mitchel l 2024	31%	6 9	4 2	1 5	21%	7 9	5 6	2 4	26%	7 4	4 9	1 9
Mitchel l 2025	34%	6 6	4 4	1 6	11%	8 9	6 1	2 5	22%	7 8	5 3	2 1
Mitchel l 2026	37%	6 3	4 7	2 4	17%	8 3	5 8	3 4	27%	7 3	5 2	2 9

Because of funding limitations, Mitchell will employ one additional part-time tutor during the entire 2026-27 school year. We will also use Title 1 funding to pay for one full Math Instructional Coach.

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

Mitchell's Math and Reading STAAR results are comparable to, and in some areas slightly exceed, district performance levels, demonstrating that our students are meeting district expectations. These results reflect the effectiveness of our curriculum, instructional practices, and targeted supports in preparing students to master grade-level standards. By maintaining alignment with district expectations, we provide students with a consistent, high-quality learning experience that supports academic growth and achievement.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	While the campus serves a diverse student population, achievement gaps remain among some student groups, indicating a need for targeted support and intervention	Lack of targeted interventions to support academic success.
2	Student grades do not align with standardized assessment data.	Lack of intentional grading policies fail to provide accurate and meaningful feedback to parents and students.

★ = Priority

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. 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, campus needs, observation results, student academic performance, etc. This year, Mitchell Elementary is participating in professional development with Capturing Kids Hearts in order, "to create high-achieving centers of learning by strengthening students' connectedness to others through enhancing healthy bonds with their teachers and establishing collaborative agreements of acceptable behavior." Staff will also continue the use 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.

The discipline incidents have reduced from 189 incidents in 2024-2025 to 112 in the 2025-2026 school year. The frequent offenses at Mitchell were serious disruption (16%) and punching, hitting, kicking (41%). Discipline incidents occurred more frequently in the classroom (44%). Second, third, and fourth grades accounted for 88% of all referrals equally, and black students receive 62% of all referrals, which is an increase of 4% from 2025-2026. 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.

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.

Our master schedule has been adjusted to provide longer instructional blocks for students and includes time for in-class interventions. 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 helps 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 coach is integral to our educational approach, working closely with teachers to ensure that the diverse needs of our students are met. The 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	Root Cause
1 ★	The majority of documented discipline issues occur in the classroom.	Lack of appropriate strategies to support teachers in managing classroom behaviors.
2	Black students are overrepresented in discipline referrals and overrepresented in Special Education.	Lack of equitable learning environments and opportunities for all students.

★ = Priority

Perceptions

Summary

Mitchell Elementary uses a variety of tools to maintain consistent communication with families. Regular information and important updates are shared by campus administration through ParentSquare, Class Newsletters, Facebook, and school calendars. Teachers use ParentSquare and weekly calendars as their primary methods of communication with families. Daily folders are sent home as needed with information from the school day, while weekly folders provide updates about upcoming events, important reminders, and opportunities for family involvement.

Mitchell offered a variety of Parent and Family Engagement activities throughout the year. The principal partnered with PAC and offered campus information and asked for family feedback during monthly PAC meetings. Each grade hosted a Fine Arts night, highlighting music and art and after the program families were invited to classrooms for Student Led Conferences. Parent-Teacher conferences were held in September along with Grandpals lunches. Mitchell opened their doors for a Family Field Day, Trunk or Treat and Book Character Parade in October, Gratitude Lunch in November and a Santa Event in December. Mitchell provides frequent opportunities for families to engage with the school. During the spring semester, the campus hosted STREAM Night, GT Showcase, Slimefest, Color Run, class parties, Kindergarten Celebration, 4th Grade Promotion, and the Talent Show. Parents also regularly participated in student field trips. Strong family participation in these events reflects a positive school climate and families' willingness to be involved in the school community.

Parents were pleased with the level of communication.

Parents are pleased with the education their child receives at Mitchell, and most students feel safe and accepted.

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	Root Cause
1	Staff feedback indicates a need for continued support and professional learning in the areas of collaborative planning, data analysis, and instructional practices to ensure all students achieve high levels of academic success.	Teachers need additional structured opportunities for collaboration, data-driven planning, and professional development to consistently implement high-impact instructional practices.
2	Staff perceptions reflect a positive school climate; however, maintaining a safe, supportive, and orderly learning environment requires ongoing attention to behavior supports, safety practices, and social-emotional supports.	Staff perceptions indicate a need for more consistent counseling support and engagement with students who require behavioral, social-emotional, and executive functioning interventions.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	While the campus serves a diverse student population, achievement gaps remain among some student groups, indicating a need for targeted support and intervention	Lack of targeted interventions to support academic success.
2 ★	The majority of documented discipline issues occur in the classroom.	Lack of appropriate strategies to support teachers in managing classroom behaviors.
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.	Class rosters are not always balanced by student need.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] District goals
- [x] Campus goals
- [x] HB3 Reading and math goals for PreK-3
- [x] HB3 CCMR goals
- [x] Performance Objectives with summative review (prior year)
- [x] Campus/District improvement plans (current and prior years)
- [x] Planning and decision making committee(s) meeting data
- [x] State and federal planning requirements

Accountability Data

- [x] Texas Academic Performance Report (TAPR) data
- [x] Student Achievement Domain
- [x] Student Progress Domain
- [x] Closing the Gaps Domain
- [x] Effective Schools Framework data
- [x] Federal Report Card and accountability data
- [x] Local Accountability Systems (LAS) data

Student Data: Assessments

- [x] State and federally required assessment information
- [x] STAAR current and longitudinal results, including all versions
- [x] Student failure and/or retention rates
- [x] Local diagnostic reading assessment data
- [x] Local benchmark or common assessments data

- [x] Observation Survey results
- [x] Texas approved PreK - 2nd grade assessment data
- [x] Grades that measure student performance based on the TEKS

Student Data: Student Groups

- [x] Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- [x] Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- [x] Economically disadvantaged / Non-economically disadvantaged performance and participation data
- [x] Male / Female performance, progress, and participation data
- [x] Special education/non-special education population including discipline, progress and participation data
- [x] At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/ stability
- [x] Section 504 data
- [x] Gifted and talented data
- [x] Dyslexia data
- [x] Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- [x] Attendance data
- [x] Discipline records
- [x] Student surveys and/or other feedback
- [x] Class size averages by grade and subject
- [x] School safety data
- [x] Enrollment trends

Employee Data

- [x] Professional learning communities (PLC) data
- [x] Staff surveys and/or other feedback

- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **T-TESS data**
- [x] **Staff mobility/stability**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Budgets/entitlements and expenditures data**

Goals

Goal 1

Mitchell will ensure all students receive the academic support and opportunities needed to achieve at high levels and build a strong foundation for future success.

Performance Objective 1 ☑ High Priority

Increase Domain 1 (Student Achievement) score from scaled score 78% in 2026 to 80% in 2027: Approaches from 78% in 2026 to 83% in 2026, Meets from 53% in 2025 to 55% in 2026, and Masters from 21% in 2025 to 24% in 2026.

Evaluation Data Source: STAAR, Spring Benchmark, DBAs, Concept Quizzes

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 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

November	March	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 in language arts, math and science.

Strategy's Expected Result/Impact: Reduce academic gaps and provide individualized instruction

Staff Responsible for Monitoring: Administration, Instructional Coaches, Teachers

Funding Sources: Resources for small group intervention Title I, A, $3,989

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	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

Funding Sources: PebbleGo Title I, A, $1,260

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	June

Performance Objective 2 ☑ High Priority

By the end of the 2026-2027 school year Mitchell Elementary will earn a(n) 82% Academic Growth Raw Score Overall Domain IIA numerical rating from TEA.

Evaluation Data Source: STAAR, Spring Benchmark, DBAs, MAP

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

Formative Reviews

November	March	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

Formative Reviews

November	March	June

Performance Objective 3 ☑ High Priority

Increase Domain 3 (Closing the Gaps) scaled score from 78% in 2026 to 83% in 2027.

Evaluation Data Source: STAAR, Spring Benchmark, DBAs, MAP

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, High Focus and Economically Disadvantaged.

Strategy's Expected Result/Impact: Monitor areas for extended remediation

Staff Responsible for Monitoring: Administration, Instructional Coaches, Teachers

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

November	March	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 tutor 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, Tutor

Funding Sources: Tutor Title I, A,

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	June

Strategy 3

Provide in-class and after-school tutoring in Math and Reading for students with identified academic needs, particularly students at risk of not meeting grade-level expectations. Tutoring will target specific skills and standards identified as not mastered through benchmark and assessment data in 3rd Grade Math, 3rd Grade RLA, 4th Grade Math, and 4th Grade RLA.

Strategy's Expected Result/Impact: Increased growth through targeted interventions by teachers

Staff Responsible for Monitoring: Instructional Coaches, Teachers, Tutors

Funding Sources: Tutoring Title I, A, $30,000

Title I: 2.5.1, 2.5.2, 2.5.3

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

Formative Reviews

November	March	June

Goal 2

Mitchell will foster a positive and supportive school environment through ongoing activities and consistent behavior expectations that build student pride, strengthen relationships, promote positive behavior, and reinforce the campus vision and goals.

Performance Objective 1

Throughout the year, engage in ongoing activities to foster pride and reinforce shared vision, mission, and goals.

Evaluation Data Source: Sign-in sheets from events, parent feedback from emails and surveys, staff surveys

Strategy 1

Cultivate a strong sense of responsibility, leadership, and purpose through morning video announcements that highlight the Mitchell Vision and Mission, Essential 8, and Mitchell Mindset.

Strategy's Expected Result/Impact: Positive Mitchell culture

Staff Responsible for Monitoring: Administration, Teachers

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

Formative Reviews

November	March	June

Strategy 2

Foster a positive and supportive campus culture by recognizing and celebrating staff and students through Bulldog Blasts, walkthrough feedback, birthday celebrations, special events/ celebrations that strengthen school pride and belonging, monthly morale boosters, and ongoing acknowledgements of accomplishments and contributions.

Strategy's Expected Result/Impact: Positive Mitchell culture

Staff Responsible for Monitoring: Administration

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	June

Strategy 3

Provide regular students recognitions: Student Character of the Month, Student Athlete of the Month, Principal's Top Dog, Bulldog Blasts, Perfect Attendance, Top Dog, Outstanding Academic Performance.

Strategy's Expected Result/Impact: Positive Mitchell culture

Staff Responsible for Monitoring: Administration, Counselor, Teachers

Funding Sources: Prizes for Recognitions Local Funds - Campus, $3,000

Title I: 2.5.2

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	June

Strategy 4

Increase opportunities for students to participate in campus jobs and school organizations that promote engagement, leadership, and a sense of belonging.

Strategy's Expected Result/Impact: Positive connection between student and school

Staff Responsible for Monitoring: Administration, Counselor, Teachers

Title I: 2.5.2

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	June

Performance Objective 2 ☑ High Priority

By June 2027, Mitchell will increase student attendance rate from 95.4% in 2025-2026 to 95.6% in 2026-2027 .

528

Evaluation Data Source: Attendance data: late arrivals, early check outs, grade level/daily/YTD percentages

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

Formative Reviews

November	March	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

Formative Reviews

November	March	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. The teachers will utilize their attendance wheel to randomly select students with perfect attendance.
At the grade level, attendance competitions will foster teamwork with rewards such as extra recess, parties, and a traveling trophy dog for the highest attendance. Additional recognition for classrooms: each day a class had all students present at attendance time, the class earns a point. When the class reaches 30 days of perfect attendance, the class receives a pizza party and starts over.
Grade level attendance competitions will foster teamwork and pride with rewards
Campus-wide celebrations--including Attendance Matters BEST Day of the Month celebration

with monthly prize for all students in attendance for the day, weekly prize 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

Funding Sources: Attendance Rewards Local Funds - Campus, $3,000

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	June

Performance Objective 3

By June 2027, Mitchell will reduce the number of classroom referrals to fewer than 115 in 2026-2027 school year.

Evaluation Data Source: Skyward Discipline Data review by incident, grade, location, special program, and ethnicity.

Strategy 1

Continue implementation of the Foundations program to establish clear schoolwide expectations, routines, and procedures that promote a positive learning environment. Continue with using CHAMPS structures, Mitchell Mindset, CKH Social Contracts, safe place and morning meetings with good things. 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

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	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

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	June

Strategy 3

Classroom teachers in grades K-4 will receive professional learning on the Capturing Kids' Hearts process to strengthen relationship-building, student connectedness, and a positive campus culture. Capturing Kids' Hearts equips educators with strategies for building meaningful relationships, establishing safe and supportive learning environments, and fostering student ownership through social contracts, affirmations, and intentional communication.

Strategy's Expected Result/Impact: Consistent implementation supports improved student behavior, increased engagement, and stronger connections between students and staff, creating conditions that promote both academic and social-emotional success.

Staff Responsible for Monitoring: Administration, Teachers

Funding Sources: Professional Learning Title I, A, $8,000

Formative Reviews

November	March	June

Performance Objective 4

By June 2027, Mitchell Elementary will foster strong school-family partnerships by providing timely communication, welcoming engagement opportunities, and responsive support to ensure every family has the opportunity to build a meaningful connection with the school.

Evaluation Data Source: Sign In Sheets; Parent Square reports;

Strategy 1

Streamline and maintain school to parent communication using Bulldog Bulletin (parent newsletter), monthly calendar highlighting campus events, and Parent Square 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

Formative Reviews

November	March	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

Formative Reviews

November	March	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

Formative Reviews

November	March	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

Funding Sources: Materials for STREAM Night, Birthday Books Title I, A, $2,052

TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	June

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 ✅ High Priority

By June 2027, 100% of staff will demonstrate growth in effective lesson planning, classroom management, instructional strategies, and data analysis.

Evaluation Data Source: Walkthroughs, observations, assessment data, behavior data, PLC discussions

Strategy 1

Provide effective and consistent staff communication through the HUB, Mitchell Memo, Bulldog Bulletin, and ParentSquare.

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

Formative Reviews

November	March	June

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.

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

Formative Reviews

November	March	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

Formative Reviews

November	March	June

Performance Objective 2 ✅ High Priority

During the 2026-2027 school year, there will be zero breaches of security measures in order to ensure a safe learning environment.

Evaluation Data Source: Weekly data charts and monthly safety meetings

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

Formative Reviews

November	March	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

Formative Reviews

November	March	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

Formative Reviews

November	March	June

Funding Summary

Funding Summary

Local Funds - Campus

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3	Prizes for Recognitions	--	$3,000.00
2	2	3	Attendance Rewards	--	$3,000.00
				Sub-Total	$6,000.00

Title I, A

Goal	Performance 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	Tutor	--	$0.00
1	3	3	Tutoring	--	$30,000.00
2	3	3	Professional Learning	--	$8,000.00
2	4	4	Materials for STREAM Night, Birthday Books	--	$2,052.00
				Sub-Total	$45,301.00

MITCHELL ELEMENTARY
Bryan ISD

2025–2026

A comprehensive needs assessment was conducted with a broad range of stakeholders who examined relevant academic achievement data, such as state assessments, local benchmarks, and classroom performance data. The purpose was to understand our students' most pressing needs and root causes. The data analysis revealed specific areas of focus identified in the Campus Improvement Plan.

This plan is based directly on the CNA, serving as the required second step of our year-long improvement process to improve the total campus instructional program.

The campus implements a coordinated set of evidence-based strategies designed to provide opportunities for all students, including subgroups and those most at risk, to meet or exceed the State's challenging academic standards, strengthen the academic program, increase attendance, strengthen parent involvement, and provide ongoing high-quality professional development to attract, support, and retain highly effective teachers.

- Evidence-based instruction is delivered in all core subjects: reading, math, science, and social studies.
- Leadership teams hold data review meetings every 4–6 weeks to monitor growth and adjust interventions.
- Academic and non-academic strategies are integrated to address student learning and well-being.
- Evidence-based strategies, including social-emotional learning, restorative practices, counseling, and staff training, prevent and address bullying, violence, and unsafe behaviors, with ongoing monitoring of behavioral data to guide interventions.

- Dropout prevention strategies are implemented by identifying at-risk students through attendance, grades, and engagement data and providing mentoring, credit recovery, flexible scheduling, accelerated instruction, and counseling to keep students on track to graduate.

- All instruction aligns with the Texas Essential Knowledge and Skills (TEKS).
- Students access a well-rounded, enriched, and accelerated curriculum that includes fine arts, STEM, and technology integration.
- Small-group instruction, supplemental digital tools, targeted tutoring, and additional learning time support mastery of standards.
- Postsecondary readiness activities prepare students for higher education and workforce opportunities.

- A Multi-Tiered System of Supports (MTSS) framework identifies and monitors at-risk students.
- Tiered instructional strategies, restorative practices, and social-emotional supports address academic and behavioral needs.
- Professional development builds staff capacity in effective instruction, use of data, and recruitment and retention of highly effective teachers and paraprofessionals.
- The campus supports teachers and paraprofessionals in meeting certification or qualification requirements, provides ongoing high-quality professional development, and implements initiatives to recruit, retain, and develop highly effective staff.

- Core instructional minutes are protected within the master schedule.
- Intervention and enrichment blocks are embedded to provide targeted supports and extensions.
- Extended learning opportunities include before- and after-school tutoring, summer programs, and accelerated coursework.
- Accelerated instruction is provided to students who did not meet proficiency on state assessments.
- Coordinated school health activities are implemented and evaluated through fitness checks, grades, attendance, and data on disadvantaged students, while

ensuring that all students participate in the required moderate to vigorous physical activity.

- Students participate in enrichment opportunities such as music, art, robotics, and technology.
- Advanced coursework and acceleration pathways are provided for students demonstrating readiness for higher-level learning.

- At-risk indicators include assessment performance, attendance, behavioral data, and social-emotional concerns.
- Students identified through MTSS receive targeted academic and non-academic interventions.
- Counseling, mentoring, school-based mental health services, and supplemental social worker support are available to assist at-risk students.
- Targeted instruction, prioritized learning time, and supplemental tutoring address the needs of students most at risk of not meeting standards.
- Alternative education programs, dropout recovery initiatives, and flexible scheduling options are available for students in danger of disengaging from school.

- Collaboration with public Pre-K providers, Head Start, and childcare agencies supports early learning transitions into elementary school.
- Structured transition activities with feeder middle and high schools ensure students are prepared academically and socially for the next grade span.

The campus consolidates multiple funding sources to create a comprehensive schoolwide program, maximizing impact and reducing duplication.

These resources include: Title I, Part A; State Compensatory Education (SCE); and Additional federal, state, and local funds.

The effectiveness of the schoolwide program is monitored and evaluated throughout the year to ensure continuous improvement.

- State assessments, local benchmarks, classroom performance, attendance, and perception surveys.
- Progress monitoring cycles and feedback loops ensure strategies and activities are implemented effectively and achieve intended results.
- An annual review determines overall program effectiveness, particularly for students most at risk of not meeting standards, and informs revisions to the Campus Improvement Plan. As required under TEC §29.081, the district evaluates the effectiveness of all SCE-funded programs in reducing disparities in performance and dropout rates, and reports results in a public hearing.

This evaluation process ensures that strategies remain aligned with the CNA and continue to address the needs of all students while driving academic growth and equity.

Bryan Independent School District

Kemp/Carver Elementary

Accountability Rating: C

2026-2027 Campus Improvement Plan

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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

Needs Assessment Overview

Summary

CNA Summary Overview

In the last few months of school, the Kemp-Carver CNA Planning Team met on June 1 and June 8 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
- Charlotte Keifer- Teacher
- Magda Reyes- bilingual teacher
- Krystle Tone- Teacher
- Kristi Hancock- Teacher
- Cara Peters- Special Education teacher
- Angelica Seneff- Parent
- Lyndee Harrison- Parent
- Melissa Silva- Community Member
- Robbye Taylor- Community Member
- 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

- Tutors are doing a good job of supporting instruction and helping to increase student achievement
- We made growth on TELPAS and earned all 3 points for EL Proficiency
- 40 students grew by one level on TELPAS
- KC is an inclusive campus and takes pride in the many sped programs housed here
- High % of teachers who have been here for 6+ and 10+ years

- We teach and love all kids at KC
- Diverse population of students and staff
- The number of discipline referrals dropped from last year
- According to surveys, KC has a supportive principal
- Overall, staff feel safe and respected at work
- Staff feel comfortable going to admin about concerns

Needs

- According to surveys, 60% of students don't feel like kids get along well at school
- Low participation on district surveys for parents
- Parents don't always feel like we're meeting their child's needs
- Bus referrals are increasing
- Increasing sped population makes it that much more difficult for classroom teachers to meet student needs
- Attendance is low
- Ous sped population continues to grow although the number of staff to work with them decreases
- Low % of identified GT students
- We dropped in all areas of STAAR except 4th ELA approaches and meets
- We had 14% and less Masters in each subject/grade
- We dropped 13 points in 3rd grade math and 16 points in 4th grade math
- 14 2nd-4th graders decreased a proficiency level on TELPAS

Due to needs assessment findings, student academic growth, attendance, behavior in classroom settings, 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 to continue to grow and improve as a campus for the 2026-2027 school year.

Title I, Element 1

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 2025-2026 school year, we have 608 students in grades PreK-4th grade. Of our 608 students, 28% are African American, 8% are White and 61% are Hispanic. These percentages have remained fairly stable over the past three years. The following programs are housed on our campus: Early transition bilingual, Special Education (SAILS, ECSE, co-teach, BEST, Resource), 504 and Gifted and Talented.

Looking at other information, we see that we have 88% that are economically disadvantaged and 37% that are limited emergent bilingual students. We have 5% students in our dyslexia program, 3% in our 504 program along with 3% and 29% 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 each year.

There are 51 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.

Strengths

Demographics Strengths

- KC is an inclusive campus and takes pride in the many sped programs housed here
- High % of teachers who have been here 6+ and 10+ years
- We teach and love all kids at KC.
- Diverse population of students and staff

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	KC continues to serve students with diverse learning needs, requiring ongoing professional development and targeted interventions to support academic success.	Teachers need continued support, coaching, and professional learning in data-driven differentiation and intervention practices to effectively address the diverse academic, behavioral, and developmental needs of students.

★ = Priority

Student Learning

Summary

Student Academic Achievement Summary

For 2025-2026, Kemp-Carver Elementary STAAR results were disaggregated by student race/ethnicity, economically disadvantaged status, emergent bilingual status, and special education status.

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 three 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 listening/speaking continue 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:

- Tutors are doing a great job of supporting instructional and helping increase student achievement
- We made growth on TELPAS, so we earned all 3 points for EL Proficiency
- 40 students grew by one level on TELPAS, 49 stayed the same

Weaknesses:

- We dropped in all areas of STAAR except 4th grade reading (Approaches and Meets)
- We had 14% and less Masters in each subject/grade level
- We dropped 13 points in 3rd grade Math and 16 points in 4th grade math
- 14 2nd-4th graders decreased a level on TELPAS

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)
- GT Pullout- GT students in 3rd/4th grade
- Thrilling Thursday- begins in February for 3rd/4th grade targeted 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 2026-2027 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 with 3rd/4th graders 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.

Strengths

Strengths:

- Tutors are doing a great job of supporting instructional and helping increase student achievement
- We made growth on TELPAS, so we earned all 3 points for EL Proficiency
- 40 students grew by one level on TELPAS, 49 stayed the same

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Students are not demonstrating projected academic growth on MAP, STAAR or TELPAS.	Teachers have not been properly trained on how to differentiate instruction.
2	Only 72% of students met Approaches on STAAR Math and 74% on STAAR Reading this year.	Teachers are not differentiating their instruction to meet the needs of their low kids or their higher achieving students.

★ = Priority

School Processes & Programs

Summary

Processes and Programs Summary

Our school day at Kemp-Carver begins at 7:30 AM and ends at 3:05 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 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	28.93%

ESL/EB	3.38%
EB	37.06%
Economically Disadvantaged	88.16%
Gifted & Talented	3.21%
Dyslexia	4.74%
Section 504	2.88%
At-risk	76.99%

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. Minor 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 26-27 school year.

Strengths

Strengths:

- Amazing tutors and interventionist
- Ample resources and technology
- Small group instruction is non-negotiable
- Dyslexia screener in K/1
- STEM activities such as robotics, chess, choir

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Kemp-Carver's attendance rate for the 2025-2026 school year was 94.43%, reflecting a decrease from the previous school year.	Some families lack awareness of the significant academic, social, and emotional impact of missed instructional time.

★ = Priority

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. 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 26-27 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 majority of our discipline referrals are coming from the bus.

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 97% 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.

Results from the student survey indicate that staff is generally happy with their job at KC. 93% of staff who completed the survey said that our campus has a positive school culture, which was a slight decrease from 96% the year prior. 96% of staff enjoy coming to work and 96% 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 Parent Square 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. 100% of parents feel the school is overall a friendly place while 100% of parents feel their child is safe while at school.

Strengths

Strengths:

- Supportive principal
- Parents feel welcomed at KC
- We care about students and their wellbeing
- JUNE

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	43% of documented discipline issues occurred in the classrooms.	Inconsistent implementation of effective classroom management practices and proactive behavior support strategies has contributed to a higher percentage of discipline incidents occurring in classrooms.
2	Family engagement and participation in school activities remain inconsistent, limited opportunities to strengthen the home-school partnership.	Barriers such as scheduling conflicts, transportation challenges, competing family responsibilities, and varying communication preferences have limited consistent family engagement.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] District goals
- [x] Campus goals
- [x] Performance Objectives with summative review (prior year)
- [x] Campus/District improvement plans (current and prior years)
- [x] Planning and decision making committee(s) meeting data

Accountability Data

- [x] Texas Academic Performance Report (TAPR) data
- [x] Student Achievement Domain
- [x] Student Progress Domain
- [x] Closing the Gaps Domain

Student Data: Assessments

- [x] State and federally required assessment information
- [x] STAAR current and longitudinal results, including all versions
- [x] STAAR released test questions
- [x] Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- [x] Student failure and/or retention rates
- [x] Local diagnostic reading assessment data
- [x] Local benchmark or common assessments data
- [x] Observation Survey results
- [x] Texas approved PreK - 2nd grade assessment data
- [x] Grades that measure student performance based on the TEKS

Student Data: Student Groups

- [x] Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- [x] Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- [x] Economically disadvantaged / Non-economically disadvantaged performance and participation data
- [x] Special education/non-special education population including discipline, progress and participation data
- [x] Section 504 data
- [x] Homeless data
- [x] Gifted and talented data
- [x] Dyslexia data
- [x] Response to Intervention (RtI) student achievement data
- [x] STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- [x] Attendance data
- [x] Discipline records
- [x] Student surveys and/or other feedback
- [x] School Behavioral Threat Assessment Data (Senate Bill 11)

Employee Data

- [x] Staff surveys and/or other feedback
- [x] State certified and high quality staff data
- [x] Campus leadership data
- [x] Campus department and/or faculty meeting discussions and data
- [x] Professional development needs assessment data
- [x] T-TESS data
- [x] Staff mobility/stability

- [x] **Teacher recruitment/retention rates and other data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**

Support Systems and Other Data

- [x] **Budgets/entitlements and expenditures data**

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 2026-2027 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 Source: STAAR, MAP, CIRCLE, district assessments

Strategy 1

Ensure GT and High Achieving students are clusted in order to provide an enriched and accelerated instruction.

Strategy's Expected Result/Impact: Increased student achievement
Progress monitoring

Staff Responsible for Monitoring: Principal/AP's
Teachers
IC's

Funding Sources: Local Funds - Campus,

Formative Reviews

November	March	June

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, and by doing small group instruction with identified students.

Strategy's Expected Result/Impact: Increased teacher content knowledge
Increased student achievement

Staff Responsible for Monitoring: Principal/AP's
IC's

Funding Sources: IC PTE- Elizabeth Strickland Title I, A, $42,551.42, IC Title I, A,

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

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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,

Formative Reviews

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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,

Formative Reviews

November	March	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, $3,000

Formative Reviews

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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: Instructional resources Title I, A, $2,500, Student technology Title I, A, $1,000

Formative Reviews

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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,

Formative Reviews

November	March	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

Formative Reviews

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Strategy 9

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.

Strategy's Expected Result/Impact: Enhanced comprehension due to extended reading

Staff Responsible for Monitoring: Principal, Librarian, Teachers

Funding Sources: Library Books Title I, A, $4,000

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

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Performance Objective 2 ☑ High Priority

All teachers will regularly and effectively monitor and review assessment data in order to determine appropriate intervention and/or enrichment.

Evaluation Data Source: STAAR Data
MAP Data

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,

Formative Reviews

November	March	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,

Formative Reviews

November	March	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,

Formative Reviews

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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,

Formative Reviews

November	March	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. Snacks for after-school tutoring will be purchased using Title I funds.

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: Principal/AP's
Teachers
IC's
Instructional Specialist

Formative Reviews

November	March	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 late Fall 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, $25,000

Formative Reviews

November	March	June

Strategy 7

Utilize research-based materials in tutoring, small group instruction and stations for extended practice to target specific objectives for improvement. Ensure intervention materials are directly aligned to the specific skill deficits, utilize and train tutors in academic materials to target growth.

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: Instructional resources Title I, A,

Formative Reviews

November	March	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,

Formative Reviews

November	March	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

Formative Reviews

November	March	June

Performance Objective 3

By the end of the 2027 school year, Kemp-Carver will have at least 44% of students reach "Meets" and 16% of students will reach "Masters" on STAAR.

Evaluation Data Source: STAAR

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: Smart Snacks Title I, A, , Instructional Specialist Title I, A, , Paraprofessional tutor for academic support Title I, D, $3,000

Formative Reviews

November	March	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: Student Achievement Data
Teacher Observation Data
Lesson plans

Staff Responsible for Monitoring: Classroom teachers
IC's
Principal/AP

Funding Sources: Local Funds - Campus,

Formative Reviews

November	March	June

Performance Objective 4

By the end of the 2026-2027 school year, at least 55% of students will show expected growth on MAP, CIRCLE, TELPAS and STAAR in all academic areas.

Evaluation Data Source: STAAR data
MAP data
CiRCLE data

Strategy 1

K-4 teachers will use instructional programs programs such as Story Works, Pebble Go, Summit K12 and Reading A-Z to help increase academic performance for all students, specifically those identified as at-risk.

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, $12,000

Formative Reviews

November	March	June

Strategy 2

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,

Formative Reviews

November	March	June

Strategy 3

Student data meetings will be conducted twice per 6 weeks (analyzing, tracking for mastery, guided reading binders, and assessment data).

Strategy's Expected Result/Impact: Student achievement data

Staff Responsible for Monitoring: Principal/AP
IC's
Classroom teachers

Formative Reviews

November	March	June

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 2026-2027 school year, Kemp-Carver will maintain an attendance rate of 95%.

Evaluation Data Source: Attendance data

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,

Formative Reviews

November	March	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

Formative Reviews

November	March	June

Strategy 3

Google form will be completed daily by 8:30 AM and teachers will make phone calls home for students who are not at school.

Strategy's Expected Result/Impact: Increased student attendance data

Staff Responsible for Monitoring: Principal/AP's
Attendance clerk
Teachers

Funding Sources: Local Funds - Campus,

Formative Reviews

November	March	June

Strategy 4

The attendance committee will seek input for attendance incentives and celebrations.

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,

Formative Reviews

November	March	June

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 Source: Discipline data
Increased student achievement

Strategy 1

Staff will recognize positive behaviors through Boggan's BiNGO.

Strategy's Expected Result/Impact: Discipline data
Increased student achievement

Staff Responsible for Monitoring: Foundations team
Classroom teachers

Funding Sources: Local Funds - Campus,

Formative Reviews

November	March	June

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.

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,

Formative Reviews

November	March	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,

Formative Reviews

November	March	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,

Formative Reviews

November	March	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,

Formative Reviews

November	March	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,

Formative Reviews

November	March	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

Formative Reviews

November	March	June

Strategy 8

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

Formative Reviews

November	March	June

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 Source: Teacher observation data

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 and make every effort to hire highly qualified staff (teachers and paraprofessionals).

Strategy's Expected Result/Impact: Diverse staff
Increase number of recruited teachers

Staff Responsible for Monitoring: Principal

Funding Sources: Local Funds - Campus,

Formative Reviews

November	March	June

Strategy 2

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,

Formative Reviews

November	March	June

Strategy 3

Kemp-Carver 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 progessional activities, teacher input in campus decision-making.

Strategy's Expected Result/Impact: Increased teacher quality
Retention of highly qualified staff

Staff Responsible for Monitoring: Principal

Formative Reviews

November	March	June

Strategy 4

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

Formative Reviews

November	March	June

Strategy 5

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,

Formative Reviews

November	March	June

Strategy 6

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: PD Title I, A, $2,466

Formative Reviews

November	March	June

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 Source: Documentation of media postings, communication logs, minutes from meetings

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

Formative Reviews

November	March	June

Strategy 2

Parents will not only be informed about Title 1 but they will also be asked to meaningfully participate in the decision-making and evaluation process through the following: Annual Title 1 meeting (more than one meeting at different times and days of the week), CPIC, Evaluation and Improvements 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 be reduce barriers

Strategy's Expected Result/Impact: Sign-in, agenda, meeting minutes

Staff Responsible for Monitoring: Principal
Teachers

Funding Sources: Meeting Materials Title I, A, $1,800, Childcare Title I, A, $400, Smart Snacks Title I, A, $1,000

Formative Reviews

November	March	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,

Formative Reviews

November	March	June

Strategy 4

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)

Strategy's Expected Result/Impact: Sign in sheets

Staff Responsible for Monitoring: Counselor

Funding Sources: Local Funds - Campus,

Formative Reviews

November	March	June

Strategy 5

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.

Strategy's Expected Result/Impact: Increase in parent involvement at home and at school
Increase in student achievement

Staff Responsible for Monitoring: Principal
Counselor

Formative Reviews

November	March	June

Strategy 6

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: Parent Sign-in
Parent Surveys

Staff Responsible for Monitoring: Principal

Funding Sources: Title I, A, $1,719

Formative Reviews

November	March	June

Strategy 7

Kemp-Carver will provide training on the value of meaningful parent and family engagement on our campus.

Staff Responsible for Monitoring: Counselor
Principal

Formative Reviews

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State Compensatory Education

State Compensatory

Budget for Kemp/Carver Elementary

Total SCE Funds: $0.00

Total FTEs Funded by SCE: 0

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.

Title I Summary

Title I Personnel

Name	Position	Program	FTE
Elizabeth Strickland	Instructional Specialist		1

Funding Summary

Funding Summary

Local Funds - Campus

Goal	Performance 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	3	2		--	$0.00
1	4	2		--	$0.00
2	1	1		--	$0.00
2	1	3		--	$0.00
2	1	4		--	$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	5	PD Travel	--	$0.00
3	1	3		--	$0.00
3	1	4		--	$0.00
				Sub-Total	$0.00

591

Title I, D

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Paraprofessional tutor for academic support	--	$3,000.00
				Sub-Total	$3,000.00

Title I, A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	IC PTE- Elizabeth Strickland	--	$42,551.42
1	1	2	IC	--	$0.00
1	1	5		--	$3,000.00
1	1	6	Instructional resources	--	$2,500.00
1	1	6	Student technology	--	$1,000.00
1	1	9	Library Books	--	$4,000.00
1	2	6	Tutors	--	$25,000.00
1	2	7	Instructional resources	--	$0.00
1	3	1	Smart Snacks	--	$0.00
1	3	1	Instructional Specialist	--	$0.00
1	4	1	Instructional resources	--	$12,000.00
2	3	6	PD	--	$2,466.00
3	1	2	Meeting Materials	--	$1,800.00
3	1	2	Childcare	--	$400.00
3	1	2	Smart Snacks	--	$1,000.00
3	1	6		--	$1,719.00
				Sub-Total	$97,436.42

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 PD
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

and 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.

ur 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% **Disparity increased**
2020-21	2021 Kindergarten	Percent of students retained per Bryan ISD policy (do not include retention by parent request)	3%	
2019-20	2020 Grade 1	Percent of students retained per Bryan ISD policy (do not include retention by parent request)	0%	**Grade 1** -5% **Disparity increased**
2020-21	2021 Grade 1	Percent of students retained per Bryan ISD policy (do not include retention by parent request)	5%	
2019-20	2020 Grade 2	Percent of students retained per Bryan ISD policy (do not include retention by parent request)	0%	**Grade 2** -4% **Disparity increased**
2020-21	2021 Grade 2	Percent of students retained per Bryan ISD policy (do not include retention by parent request)	4%	

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		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**	68
2021-22	**Number of Students Identified as At-Risk**	65

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** -29%
		Percent Score for Students Identified as At-Risk	55%		
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** -26%
		Percent Score for Students Identified as At-Risk	38%		
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** 0%
		Percent Score for Students Identified as At-Risk			
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** 0%
		Percent Score for Students Identified as At-Risk			
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** 0%
		Percent Score for Students Identified as At-Risk			
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** 0%
		Percent Score for Students Identified as At-Risk			
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** 0%
		Percent Score for Students Identified as At-Risk			
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.

KEMP-CARVER ELEMENTARY
Bryan ISD

2025–2026

A comprehensive needs assessment was conducted with a broad range of stakeholders who examined relevant academic achievement data, such as state assessments, local benchmarks, and classroom performance data. The purpose was to understand our students' most pressing needs and root causes. The data analysis revealed specific areas of focus identified in the Campus Improvement Plan.

This plan is based directly on the CNA, serving as the required second step of our year-long improvement process to improve the total campus instructional program.

The campus implements a coordinated set of evidence-based strategies designed to provide opportunities for all students, including subgroups and those most at risk, to meet or exceed the State's challenging academic standards, strengthen the academic program, increase attendance, strengthen parent involvement, and provide ongoing high-quality professional development to attract, support, and retain highly effective teachers.

- Evidence-based instruction is delivered in all core subjects: reading, math, science, and social studies.
- Leadership teams hold data review meetings every 4–6 weeks to monitor growth and adjust interventions.
- Academic and non-academic strategies are integrated to address student learning and well-being.
- Evidence-based strategies, including social-emotional learning, restorative practices, counseling, and staff training, prevent and address bullying, violence, and unsafe behaviors, with ongoing monitoring of behavioral data to guide interventions.

- Dropout prevention strategies are implemented by identifying at-risk students through attendance, grades, and engagement data and providing mentoring, credit recovery, flexible scheduling, accelerated instruction, and counseling to keep students on track to graduate.

- All instruction aligns with the Texas Essential Knowledge and Skills (TEKS).
- Students access a well-rounded, enriched, and accelerated curriculum that includes fine arts, STEM, and technology integration.
- Small-group instruction, supplemental digital tools, targeted tutoring, and additional learning time support mastery of standards.
- Postsecondary readiness activities prepare students for higher education and workforce opportunities.

- A Multi-Tiered System of Supports (MTSS) framework identifies and monitors at-risk students.
- Tiered instructional strategies, restorative practices, and social-emotional supports address academic and behavioral needs.
- Professional development builds staff capacity in effective instruction, use of data, and recruitment and retention of highly effective teachers and paraprofessionals.
- The campus supports teachers and paraprofessionals in meeting certification or qualification requirements, provides ongoing high-quality professional development, and implements initiatives to recruit, retain, and develop highly effective staff.

- Core instructional minutes are protected within the master schedule.
- Intervention and enrichment blocks are embedded to provide targeted supports and extensions.
- Extended learning opportunities include before- and after-school tutoring, summer programs, and accelerated coursework.
- Accelerated instruction is provided to students who did not meet proficiency on state assessments.
- Coordinated school health activities are implemented and evaluated through fitness checks, grades, attendance, and data on disadvantaged students, while

ensuring that all students participate in the required moderate to vigorous physical activity.

- Students participate in enrichment opportunities such as music, art, robotics, and technology.
- Advanced coursework and acceleration pathways are provided for students demonstrating readiness for higher-level learning.

- At-risk indicators include assessment performance, attendance, behavioral data, and social-emotional concerns.
- Students identified through MTSS receive targeted academic and non-academic interventions.
- Counseling, mentoring, school-based mental health services, and supplemental social worker support are available to assist at-risk students.
- Targeted instruction, prioritized learning time, and supplemental tutoring address the needs of students most at risk of not meeting standards.
- Alternative education programs, dropout recovery initiatives, and flexible scheduling options are available for students in danger of disengaging from school.

- Collaboration with public Pre-K providers, Head Start, and childcare agencies supports early learning transitions into elementary school.
- Structured transition activities with feeder middle and high schools ensure students are prepared academically and socially for the next grade span.

The campus consolidates multiple funding sources to create a comprehensive schoolwide program, maximizing impact and reducing duplication.

These resources include: Title I, Part A; State Compensatory Education (SCE); and Additional federal, state, and local funds.

The effectiveness of the schoolwide program is monitored and evaluated throughout the year to ensure continuous improvement.

- State assessments, local benchmarks, classroom performance, attendance, and perception surveys.
- Progress monitoring cycles and feedback loops ensure strategies and activities are implemented effectively and achieve intended results.
- An annual review determines overall program effectiveness, particularly for students most at risk of not meeting standards, and informs revisions to the Campus Improvement Plan. As required under TEC §29.081, the district evaluates the effectiveness of all SCE-funded programs in reducing disparities in performance and dropout rates, and reports results in a public hearing.

This evaluation process ensures that strategies remain aligned with the CNA and continue to address the needs of all students while driving academic growth and equity.

Bryan Independent School District

Jones Elementary

Accountability Rating: C

Distinction Designation:
Academic Achievement in Mathematics, Top 25 Percent: Comparative Academic Growth

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
September 23, 2026 at 04:27 PM

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

Summary

In the spring of 2026, the Anson Jones Elementary CNA Planning Team met on April 20 and May 5 to conduct a comprehensive needs assessment of the entire school.

The planning team was made up of the following stakeholders:

2026 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:			**Daniel Hernandez**	Business	questions, input
Terri Buckland	PreK Teacher	input			
Tami Glenn	Kinder Teacher	input	**Other School Leaders:**		
Vanessa Parilli	1st grade BIL Teacher	input	**Demetruis Darnell**	AP	data, input
Katy Derkowski	2nd grade Teacher	input	**Katelyn Stephens**	AP	data, input
Auxiliadora Cobo	3rd grade NAC Teacher	input	**Paraprofessionals:**		
Edward Salazar	4th grade BIL Teacher	input	**Margarita Mandujano**	Receptionist	input
Lori Stewart	PE Coach	input	**Alejandra Gonzalez**	Inst. Assist.	input
Veronica Montanez	Kinder BIL Teacher	input	**Pupil Services Personnel:**		
SPED Staff:			**Ellen Crawford**	Counselor	data, input
Stacey Landry	SPED, SAILS Teacher		**Eunice Gonzalez**	Inst. Coach	data, input
			Other:		
Parents:			Yvette Barrera	4th grade NAC Teacher	input
Gabriela Balandran	Parent	questions, input	**Daisy Rodriguez**	4th grade BIL Teacher	input
Chandra Johnson	Parent	questions, input	**James Wood**	3rd grade Teacher	input
Maria Villafana	Parent	questions, input	**Bertha Montanez**	Kinder BIL Teacher	input
Maria Govea	Parent	questions, input	**Shirley Platt**	4th grade Teacher	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
- 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
- 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
- Student achievement is low
- Staff to staff - opportunities to increase the culture and climate, building relationships, social opportunities
- EBs not performing well on 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

Due to the needs assessment, the following were identified as targeted areas of need:

- Based on the Spring 2025 STAAR data 43% of students on reading and 36% of students on math in grades 3-4 performed at the Meets level which equated to a domain 1 score of 71.
- During the 2024-2025 academic year, only 46% of English Learners (ELs) across all grade levels demonstrated at least one full proficiency level of growth on the TELPAS, whereas the state's expected growth target is 55% of the EL population.
- During the 2025-2026 school year, 2.5% of the total student population was identified as GT while 93% of the student population was identified as economically disadvantaged. Our students demonstrate a deficit in academic vocabulary as measured by the MAP and STAAR assessments.
- According to the district survey conducted for the 2025-2026 school year, the lowest student rated items had to do with students liking to come to school and student perception of people getting along well at school. Both of these areas were rated less than 80%.

We will continue to build on our strengths while adding the following to continue to grow and improve as a campus for the 2026-2027 school year:

- professional development and instruction to address the academic language needs of students of poverty, characteristics of GT, second language acquisition, conflict mediation
- 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 via PD days/faculty meetings
- 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

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Needs Assessment Overview

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- 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

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Demographics

Summary

School Information

Grade span of campus:

School Population	Count	Percent
Student Total	**628**	**100%**
Early Education Grade	21	3.34%
Pre-Kindergarten Grade	68	10.83%
Kindergarten Grade	102	16.24%
1st Grade	93	14.81%
2nd Grade	97	15.45%
3rd Grade	119	18.95%
4th Grade	128	20.38%

Programs housed at the campus

Student Programs	Count	Percent
Dyslexia	17	2.71%
Full-Time Hybrid/Virtual Program	0	0.00%
Gifted and Talented	16	2.55%
MS Advanced Math Participation	0	0.00%
Regional Day School Program for the Deaf	2	0.32%
Section 504	10	1.59%
Special Education (SPED)	131	20.86%
Emergent Bilingual		
Emergent Bilingual (EB)	352	56.05%
Bilingual	295	46.97%
English as a Second Language (ESL)	27	4.30%
Alternative Methods for Bilingual Education	27	4.30%
Alternative Methods for ESL	6	0.96%
Title I Part A		
Schoolwide Program	628	100.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	0	0.00%
Neglected	0	0.00%

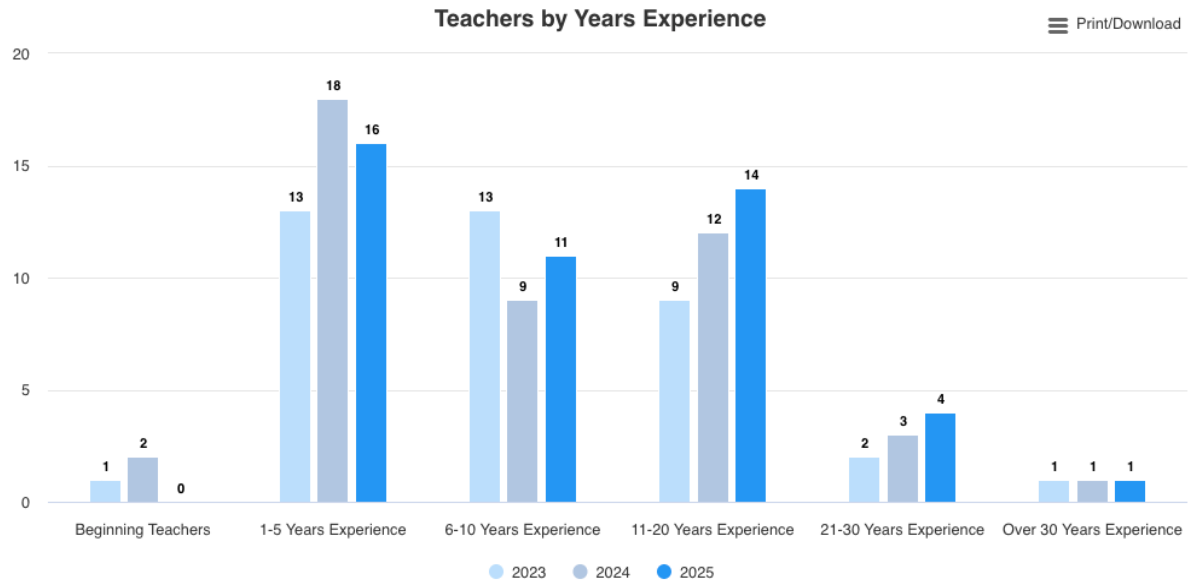
Student Demographics	Count	Percent
Gender		
Female	306	48.73%
Male	322	51.27%
Ethnicity		
Hispanic-Latino	529	84.24%
Race		
American Indian - Alaskan Native	0	0.00%
Asian	2	0.32%
Black - African American	58	9.24%
Native Hawaiian - Pacific Islander	0	0.00%
White	32	5.10%
Two-or-More	7	1.11%

Student Indicators	Count	Percent
At Risk	512	81.53%

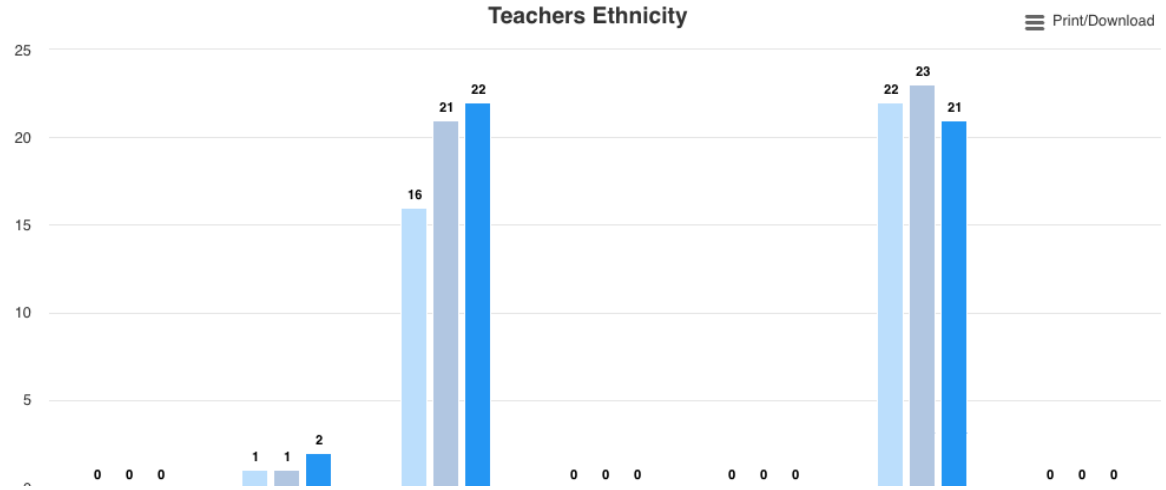
At-Risk	512	81.53%
Foster Care	1	0.16%
IEP Continuer	0	0.00%
Immigrant	59	9.39%
Intervention Indicator	295	46.97%
Migratory	2	0.32%
Military Connected	8	1.27%
Transfer In Students	6	0.9554%
Unschooled Asylee/Refugee	0	0%
Economic Disadvantage		
Economic Disadvantage Total	582	92.68%
Free Meals	352	56.05%
Reduced-Price Meals	7	1.11%
Other Economic Disadvantage	223	35.51%
Homeless and Unaccompanied Youth		
Homeless Status Total	7	1.11%
Shelter	0	0.00%
Doubled Up	7	1.11%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%
Not Unaccompanied Youth	7	1.11%
Is Unaccompanied Youth	0	0.00%

Staff Information

Years of Experience of Teaching Staff



Teachers Ethnicity



Include any other pertinent staff information that might be useful to the CNA Team.

Community Information

Bryan ISD is located in the center of Brazos County. The city of Bryan is home to approximately 89,500 residents. Of these individuals, about 16% are African American, 38% are White, and 41% are Hispanic. The median household income for Bryan, TX is approximately $59,289, with about 15% of families living in poverty. In this community, approximately 84% of individuals over age 25 have a high school diploma, and about 30% have a bachelor's degree or higher.

Strengths

Strengths:

- Years of experience for teaching staff
- Trust from community
- mentor/mentee relationships
- Demographics of teachers helps build relationships

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	During the 2025-2026 school year, 2.5% of the total student population was identified as GT while 93% of the student population was identified as economically disadvantaged. Our students demonstrate a deficit in academic vocabulary as measured by the MAP and STAAR assessments.	Staff and families are in need of a refresher on the characteristics of GT vs high achieving students along with familiarity on the matrix and testing used to identify students.

★ = Priority

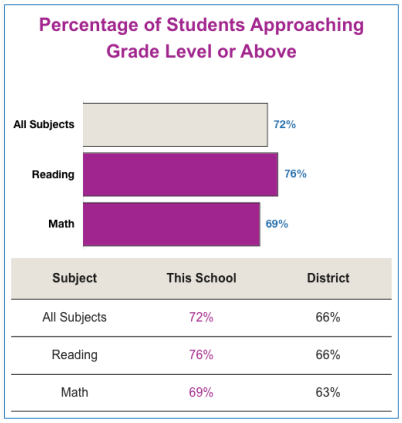
Student Learning

Summary

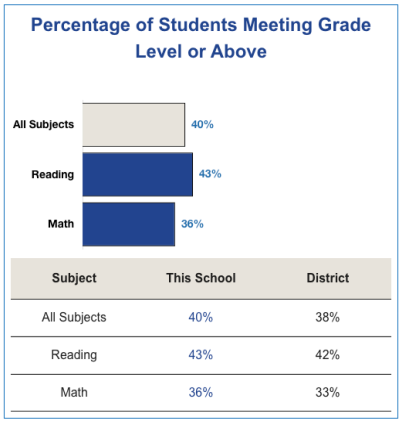
2025 STAAR/EOC Results

Overall Rating

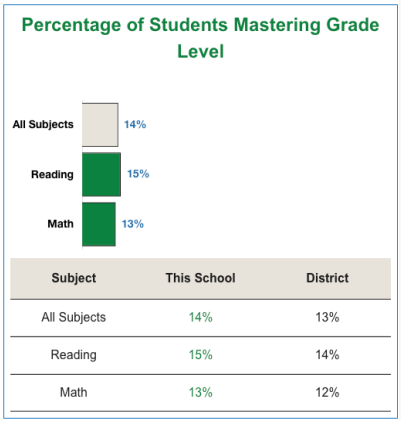
2025



Subject	This School	District
All Subjects	72%	66%
Reading	76%	66%
Math	69%	63%



Subject	This School	District
All Subjects	40%	38%
Reading	43%	42%
Math	36%	33%



Subject	This School	District
All Subjects	14%	13%
Reading	15%	14%
Math	13%	12%

STAAR/EOC Results

(Spring administration only)

Math
Grade 3
Grade 4
Reading
Grade 3
Grade 4

Distinction Designations and Campus Comparison Group Rankings

Distinction Designations and Comparison Group information can be found here.

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The campus earned the following Distinction Designations:

- Academic Achievement in Reading/Language Arts
- Academic Achievement in Math

The campus was in the top quartile when compared to the campus comparison group in the following areas:

- Comparative Academic Growth

The campus was in the bottom quartile when compared to the campus comparison group in the following areas:

Academic Support Programs on Campus

List any academic support programs that are available on your campus. Include the students these programs are designed to support.

- Early Childhood Special Education
- New Arrival Center
- Intervention Groups with degreed tutors - students needing tier 2 intervention

Strengths

Strengths:

- We grow our students
- What we are doing is working as growth is being shown.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Based on the Spring 2025 STAAR data 43% of students on reading and 36% of students on math in grades 3-4 performed at the Meets level which equated to a domain 1 score of 71.	Students demonstrate deficits in language, specifically vocabulary which interferes with comprehension and there is a need for increased rigor across all grade levels.
2	During the 2024-2025 academic year, only 46% of English Learners (ELs) across all grade levels demonstrated at least one full proficiency level of growth on the TELPAS, whereas the state's expected growth target is 55% of the EL population.	Emergent bilinguals lack opportunities in which intentional connections are made across English and Spanish which leads to low confidence when speaking in English. More intentional planning and scaffolding is needed when providing instruction in EB's second language.

★ = Priority

School Processes & Programs

Summary

Personnel Policy and Procedure

Practices in staff recruitment, hiring, placement

- we follow district guidelines in regards to recruiting and hiring
- with regard to placement of staff - decisions are made based on a variety of data points but ultimately decisions are made with the students' best interest in mind

Practices for evaluation, support, and advancement, including highly qualified paraprofessionals

- we follow district guidelines in regards to recruiting and hiring
- based on student and staff data - professional development is sought to help ensure our staff have the tools they need to serve all special populations

Professional Practices

Professional Development Planning

- we have worked hard to not pull teachers from their planning time to participate in professional development
- most professional development is offered during faculty meetings and staff development days

PLC Procedures

- admin are present at PLC and notes are taken
- agendas are followed to help protect teacher planning time

Opportunities for participation in decision-making and input from teachers on improving student achievement

Programs and Opportunities for Students

Participation rates for programs on your campus (some rates will be included, add any other relevant programs)

Prograr	2021-2022 Participation Rates	2022-2023 Participation Rates	2023-2024 Participation Rates	2024-2025 Participatio n Rates	2025-2026 Participatio n Rates
SPED	15.71%	17.53%	19.53%	18.27%	20.86%
ESL	1.96%	3.58%	4.57%	5.32%	4.30%
EB	56.61%	56.53%	54.02%	58.99%	56.05%
Eco Dis	95.36%	95.89%	97.17%	94.24%	92.68%
GT	2.86%	2.33%	2.20%	1.73%	2.55%
Dyslexi	2.14%	2.33%	2.20%	1.73%	2.71%
Sectio n 504	2.14%	2.33%	2.68%	1.73%	1.59%

At-Risk				82.59%	81.53%

Postsecondary education, career awareness, and exploration activities:

- AVID school-wide implementation

Integration of Technology

Any other data regarding programs and services on your campus

- CKH National Showcase campus
- House System for PBIS
- Foundations - common area expectations

School Procedures

Attendance rates and procedures to improve staff and student attendance:

- Perfect Attendance parties
- class attendance incentives
- Principal 200
- Staff perfect attendance recognition

Procedures to support students during transition (EE to Elem, Elem to IS, IS to MS, MS to HS)

Procedures to reduce overuse of discipline practices

- CHAMPS

Safe School Procedures - school safety, bullying, violence, suicide prevention, physical or verbal aggression, sexual harassment, dating violence, sexual abuse, sex trafficking, and other maltreatment of children (as appropriate).

- Changemakers implementation in every classroom

Strengths

Strength

- chronic absenteeism has dropped
- behavior improved
- doing house points
- the attendance incentives are working
- teachers calling home when students are absent
- Student incentives for attendance is working as we are in a better place than last year.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	We are referring a large number of students to MTSS needing tiered intervention and not enough students for GT services.	Staff is in need of professional development in identifying characteristics of GT students vs those of high achieving students.

★ = Priority

Perceptions

Summary

Student Engagement

Behavior, disciplinary patterns, DAEP placements
Link to:
Results of student mentoring, peer mediation
Add evidence for any student mentoring or peer mediation programs available on the campus. If you do not have these types of programs, delete this section.
Fall and Spring Student Survey

Question	Fall 2022 Survey - Percent Agree or Strongly Agree	Spring 2023 Survey - Percent Agree or Strongly Agree	Fall 2023 Survey - Percent Agree or Strongly Agree	Spring 2024 Survey - Parent Agree or Strongly Agree	Fall 2024 Survey - Percent Agree or Strongly Agree	Fall 2025 Survey - Percent Agree or Strongly Agree
Adults working at this school treat me with kindness.	94.2%	87.5%				99%
My teachers care about me.	98.0%	100.0%	No student survey data during this time period	No student survey data during this time period	No student survey data during this time period	97%
I feel safe at school.	92.0%	75.0%				93%
People get along well at school.	84.3%	75.0%				76%
I like to come to school.	88.0%	100.0%				79%

Staff Engagement

Teacher Retention Rate

Year	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Rate	87.80%	80.95%	88.37%	83.7%	86.8%	80%

Fall and Spring Parent Survey

	Fall 2022 Survey - Percent Agree or	Spring 2023 Survey - Percent Agree or Strongly Agree	Fall 2023 Survey - Percent Agree or	Spring 2024 Survey - Percent Agree or Strongly Agree	Fall 2024 Survey - Percent Agree or Strongly	Fall 2025 Survey - Percent Agree or Strongly

Question	Strongly Agree		Strongly Agree		Agree	Agree
I feel welcome at my child's school.	86%	100%	100%	96%	98%	98%
At this school, the staff really care about my child.	92%	96%	100%	98%	98%	100%
My child is safe at this school.	100%	92%	96%	96%	98%	98%
Overall, this school is a friendly place.	93%	100%	100%	98%	97%	98%
This school sees me as a partner in my child's education.	91%	100%	96%	98%	97%	98%

Barriers that prevent participation by parents/guardians
* Refer to your Spring Survey Data
Fall and Spring Staff Survey

Question	Fall 2022 Survey - Percent Agree or Strongly Agree	Spring 2023 Survey - Percent Agree or Strongly Agree	Fall 2023 Survey - Percent Agree or Strongly Agree	Spring 2024 Survey - Percent Agree or Strongly Agree	Fall 2024 Survey - Percent Agree or Strongly Agree	Fall 2025 Survey - Percent Agree or Strongly Agree
Staff and students in this school show respect for each other.	88.0%	85.7%	100.0%	96%	88%	90%
This school has a positive culture.	79.2%	85.7%	89.0%	100%	94%	94%
This school effectively handles student discipline and behavior problems.	92.0%	90.7%	95.0%	89%	94%	91%
I feel comfortable going to my administrator with my concerns.	80.0%	90.7%	75.0%	93%	95%	90%
My administrator regularly seeks staff input when making decisions that impact the work I do.	72.0%	93.0%	74.0%	93%	79%	90%
I enjoy coming to work most days.	84.0%	93.2%	95.0%	100%	95%	96%
I am satisfied with my job in Bryan ISD.	60.0%	90.9%	85.0%	93%	84%	97%

Parent and Family Engagement

Parent participation rates

Event	Parent/Family Participation	Time and Date of Event
Open House		Sept. 11, 2025 @ 5:00 pm
Career Fair		October 30, 2025 @ 5:30 pm
Family Fun Night		March 5, 2026 @ 5:30 pm

Family Health & Fitness Night		April 9, 2026 @ 5:30 pm
Read by 3rd		Sept. 30, Oct. 25, Nov. 8, Dec. 13, Feb. 28, March 28, April 23
Pastries with the Principal		Oct. 8, 2026 @ 9:00 & 5:30 Nov. 13, 2026 @ 9:00

Strengths

Strengths:

- Parents are more than happy with our school and safe-parent perception is very positive.
- Strong staff teams
- Kids feel loved and cared for by our staff members.
- Staff feel we have a positive staff culture. -the highest and has gone up

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	According to the district survey conducted for the 2025-2026 school year, the lowest student rated items had to do with students liking to come to school and student perception of people getting along well at school. Both of these areas were rated less than 80%.	Students are encountering various situations that involve conflict and lack the necessary tools to problem solve. Staff and families need additional PD on how to help students know the difference between bullying vs mean behaviors and how to effectively mediate conflict.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Based on the Spring 2025 STAAR data 43% of students on reading and 36% of students on math in grades 3-4 performed at the Meets level which equated to a domain 1 score of 71.	Students demonstrate deficits in language, specifically vocabulary which interferes with comprehension and there is a need for increased rigor across all grade levels.
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3 ★	We are referring a large number of students to MTSS needing tiered intervention and not enough students for GT services.	Staff is in need of professional development in identifying characteristics of GT students vs those of high achieving students.

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Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] District goals
- [x] Campus goals
- [x] Performance Objectives with summative review (prior year)
- [x] Campus/District improvement plans (current and prior years)
- [x] Planning and decision making committee(s) meeting data

Accountability Data

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

Student Data: Assessments

- [x] State and federally required assessment information
- [x] STAAR current and longitudinal results, including all versions
- [x] STAAR released test questions
- [x] Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- [x] Student failure and/or retention rates
- [x] Local diagnostic reading assessment data
- [x] Local benchmark or common assessments data
- [x] Observation Survey results
- [x] Texas approved PreK - 2nd grade assessment data
- [x] Grades that measure student performance based on the TEKS

Student Data: Student Groups

- [x] Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- [x] Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- [x] Economically disadvantaged / Non-economically disadvantaged performance and participation data
- [x] Special education/non-special education population including discipline, progress and participation data
- [x] Section 504 data
- [x] Homeless data
- [x] Gifted and talented data
- [x] Dyslexia data
- [x] Response to Intervention (RtI) student achievement data
- [x] STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- [x] Attendance data
- [x] Discipline records
- [x] Student surveys and/or other feedback
- [x] School safety data

Employee Data

- [x] Staff surveys and/or other feedback
- [x] State certified and high quality staff data
- [x] Campus leadership data
- [x] Campus department and/or faculty meeting discussions and data
- [x] Professional development needs assessment data
- [x] T-TESS data
- [x] T-PESS data

Parent/Community Data

- [x] **Parent surveys and/or other feedback**

Support Systems and Other Data

- [x] **Budgets/entitlements and expenditures data**

Goals

Goal 1

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

Performance Objective 1

At least 55% of students will show growth from BOY to EOY (MAP & CIRCLE) in the areas of reading, math, and science by May 2027.

Evaluation Data Source: MAP, DBAs, Benchmarks, STAAR, CIRCLE, Individual Student Goal Charts/ folders, Attendance in progress monitoring meetings

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 to include content support along with vocabulary development strategies and language development support 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

Funding Sources: Title I, A,

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

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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

Funding Sources: Local Funds - Campus,

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

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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, library books, along with math and science manipulatives, STEM resources, field trips, technology to include computers, iPads, SMART boards, document cameras, computer software program subscriptions such as Summit K-12 and keyboarding programs, consultants, math & reading 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

Funding Sources: Staff development materials Local Funds - Campus, $5,000, Instructional Resources, Raz Kids, Reading A-Z, Pebble Go etc. Title I, A, $10,000

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

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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, and other research-based math & reading programs, AVID, Project Lead the Way, Reading A-Z, and Pebble Go. In an effort to ensure strong Tier 1 instruction, there will be increased accountability for the 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

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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

Funding Sources: Prof tutors Title I, A, $59,155

TEA Priorities: Build a foundation of reading and math

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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, Academic Student Specialist

Funding Sources: Interventionists Title I, A, $59,155

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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. Staff will receive professional development in how to better educate students of poverty.

Strategy's Expected Result/Impact: Increase student achievement

Staff Responsible for Monitoring: Instructional Leadership

Funding Sources: Book Study - Poor Students, Richer Teaching Title I, A, $2,000

TEA Priorities: Improve low-performing schools

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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 Source: Classroom Walk Throughs, Discipline data

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

Funding Sources: Local Funds - Campus,

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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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 Calming corners, 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 ISS placements which increases learning time that will increase academic achievement

Staff Responsible for Monitoring: All Jones Staff

Funding Sources: CKH Premium Title I, A, $4,500

ESF Levers: Lever 3: Positive School Culture

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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, and data collection with feedback to the faculty and staff.

Strategy's Expected Result/Impact: Improve school culture to decrease ISS placements which will increase learning time and improve academic achievement
Positive and safe learning environment for all students.

Staff Responsible for Monitoring: Foundations Team, Administrators, Counselor

Funding Sources: Local Funds - Campus,

ESF Levers: Lever 3: Positive School Culture

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Strategy 4

Every classroom teacher will spend at a minimum the first 5 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

Funding Sources: Local Funds - Campus,

ESF Levers: Lever 3: Positive School Culture

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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

Funding Sources: Local Funds - Campus,

ESF Levers: Lever 3: Positive School Culture

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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 provide staff with professional development at the beginning of the school year as well as 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

Funding Sources: SEL Curriculum Title I, A, $500, Local Funds - Campus,

ESF Levers: Lever 3: Positive School Culture

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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

Funding Sources: Local Funds - Campus,

ESF Levers: Lever 3: Positive School Culture

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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

Funding Sources: Local Funds - Campus,

ESF Levers: Lever 3: Positive School Culture

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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

Funding Sources: Local Funds - Campus,

ESF Levers: Lever 3: Positive School Culture

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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 reducing 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

Funding Sources: Local Funds - Campus,

ESF Levers: Lever 3: Positive School Culture

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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

Funding Sources: Local Funds - Campus,

ESF Levers: Lever 3: Positive School Culture

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Strategy 12

Parents will be kept informed of anything related to CKH, Safe and Civil Schools, Essential 8, and AVID. Information will be sent home weekly via the campus newsletter(including videos on bullying and peer mediation) about these programs/activities resulting in parents being able to discuss with their children what they are learning in school. 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

Funding Sources: Local Funds - Campus,

ESF Levers: Lever 3: Positive School Culture

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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

Funding Sources: Ron Clark House System App Title I, A, $2,400

ESF Levers: Lever 3: Positive School Culture

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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 Source: Attendance at school events, Parent surveys

Strategy 1

All parents will be invited to attend a minimum of one parent-teacher conference per semester during the school year. Students' grades in all content areas, reading level, behavior, and attendance will be discussed. At the first 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 2026 by the district. PreK - 2nd grade teaches will be expected to have a parent conference no later than Feb. 12 to share MOY MAP/Circle data. 3rd - 4th grade teachers will be expected to have a parent conference no later than 3 weeks after the spring benchmarks.

Strategy's Expected Result/Impact: Increased parental involvement

Staff Responsible for Monitoring: Teachers, Administrators

Funding Sources: Local Funds - Campus,

ESF Levers: Lever 1: Strong School Leadership and Planning

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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

Funding Sources: Resources for parental involvement--snacks, books etc. Title I, A, $1,000

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ESF Levers: Lever 1: Strong School Leadership and Planning

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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 help 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 2026-2027. 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

Funding Sources: Resources for parental involvement--snacks, books etc. Title I, A, $1,000

ESF Levers: Lever 1: Strong School Leadership and Planning

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Strategy 4

All communication sent to parents (to include home school compact, family engagement policy, newsletters, invitations, ParentSquare, 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

Funding Sources: Local Funds - Campus,

ESF Levers: Lever 1: Strong School Leadership and Planning

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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 Skyward and how 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

Funding Sources: Local Funds - Campus,

ESF Levers: Lever 3: Positive School Culture

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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

Funding Sources: Title I, A, $500

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture

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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 Square, website,

Facebook, text, etc.

Strategy's Expected Result/Impact: Well-informed Parents

Staff Responsible for Monitoring: All Jones Staff

Funding Sources: Local Funds - Campus,

ESF Levers: Lever 3: Positive School Culture

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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,

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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 Bryan ISD Mentor Program by May 2027.

Evaluation Data Source: Number of resignations, quality & quantity of mentoring meetings, agendas, and sign-in sheets, and year-end evaluations

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

Funding Sources: Local Funds - Campus, $500

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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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 and characteristics of GT vs high achieving, state testing, accommodations/designated supports, supplemental aids, manipulatives, special ed, 504, LPAC, classroom management, AVID(specifically targeting vocabulary development and sheltered instruction), 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

Funding Sources: AVID conference Title I, A, $4,500

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning

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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

Funding Sources: Local Funds - District,

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning

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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

Funding Sources: Local Funds - Campus,

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning

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Strategy 5

All teachers and instructional staff will be expected 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

Funding Sources: Registration, travel Title II, A, $1,000

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning

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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

Funding Sources: Local Funds - Campus,

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning

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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

Funding Sources: Salary (covered by district) Title I, A, $59,174, Salary (covered by district) State Comp, $30,000

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning

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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. All staff will be highlighted during the morning announcements in an effort to increase staff relationships and awareness. 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

Funding Sources: Local Funds - Campus,

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning

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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 2027.

Evaluation Data Source: DBAs, Benchmarks, MAP, STAAR, CIRCLE, JILT Meeting attendance, Progress Monitoring Meeting attendance

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

Funding Sources: Local Funds - Campus,

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

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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

Funding Sources: Local Funds - Campus,

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

November	March	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

Funding Sources: Local Funds - Campus,

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

Formative Reviews

November	March	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, and author visits.

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

Funding Sources: Local Funds - Campus,

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	March	June

Strategy 5

Teachers will set goals with students individually on 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

Formative Reviews

November	March	June

Strategy 6

Instructional technology will be integrated into lesson plans via instructional planning during 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 such as keyboarding to provide a well-rounded education.

Strategy's Expected Result/Impact: Increase student academic achievement

Staff Responsible for Monitoring: Instructional Leadership Team

Funding Sources: Local Funds - District,

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	March	June

Strategy 7

Teachers will provide enriched instruction for teaching 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

Formative Reviews

November	March	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

Formative Reviews

November	March	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

Funding Sources: Title I, A, $4,500

TEA Priorities: Improve low-performing schools

Formative Reviews

November	March	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

Formative Reviews

November	March	June

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 Source: JILT Meeting attendance, PLC Meeting attendance

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 accordance with the Texas Instructional Leadership training received 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

Formative Reviews

November	March	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

Funding Sources: Local Funds - Campus,

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

November	March	June

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State Compensatory Education

State Compensatory

Budget for Jones Elementary

Total SCE Funds: $0.00

Total FTEs Funded by SCE: 0.33

Brief Description of SCE Services and/or Programs

Personnel for Jones Elementary

Name	Position	FTE
Katelyn Stephens	Academic Student Support Specialist	0.33

Funding Summary

Funding Summary

Local Funds - Campus

Goal	Performance 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		--	$500.00
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
					670

5	1	4		--	$0.00
5	2	2		--	$0.00
				Sub-Total	$5,500.00

Local Funds - District

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
4	1	3		--	$0.00
5	1	6		--	$0.00
				Sub-Total	$0.00

State Comp

Goal	Performance 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	Performance Objective	Strategy	Resources Needed	Account Code	Amount
4	1	5	Registration, travel	--	$1,000.00
				Sub-Total	$1,000.00

Title I, A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		--	$0.00
1	1	3	Instructional Resources, Raz Kids, Reading A-Z, Pebble Go etc.	--	$10,000.00
1	1	5	Prof tutors	--	$59,155.00
1	1	6	Interventionists	--	$59,155.00
1	1	7	Book Study - Poor Students, Richer Teaching	--	$2,000.00
2	1	2	CKH Premium	--	$4,500.00
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	AVID conference	--	$4,500.00
4	1	7	Salary (covered by district)	--	$59,174.00
5	1	9		--	$4,500.00
				Sub-Total	$208,384.00

JONES ELEMENTARY
Bryan ISD

2025–2026

A comprehensive needs assessment was conducted with a broad range of stakeholders who examined relevant academic achievement data, such as state assessments, local benchmarks, and classroom performance data. The purpose was to understand our students' most pressing needs and root causes. The data analysis revealed specific areas of focus identified in the Campus Improvement Plan.

This plan is based directly on the CNA, serving as the required second step of our year-long improvement process to improve the total campus instructional program.

The campus implements a coordinated set of evidence-based strategies designed to provide opportunities for all students, including subgroups and those most at risk, to meet or exceed the State's challenging academic standards, strengthen the academic program, increase attendance, strengthen parent involvement, and provide ongoing high-quality professional development to attract, support, and retain highly effective teachers.

- Evidence-based instruction is delivered in all core subjects: reading, math, science, and social studies.
- Leadership teams hold data review meetings every 4–6 weeks to monitor growth and adjust interventions.
- Academic and non-academic strategies are integrated to address student learning and well-being.
- Evidence-based strategies, including social-emotional learning, restorative practices, counseling, and staff training, prevent and address bullying, violence, and unsafe behaviors, with ongoing monitoring of behavioral data to guide interventions.

- Dropout prevention strategies are implemented by identifying at-risk students through attendance, grades, and engagement data and providing mentoring, credit recovery, flexible scheduling, accelerated instruction, and counseling to keep students on track to graduate.

- All instruction aligns with the Texas Essential Knowledge and Skills (TEKS).
- Students access a well-rounded, enriched, and accelerated curriculum that includes fine arts, STEM, and technology integration.
- Small-group instruction, supplemental digital tools, targeted tutoring, and additional learning time support mastery of standards.
- Postsecondary readiness activities prepare students for higher education and workforce opportunities.

- A Multi-Tiered System of Supports (MTSS) framework identifies and monitors at-risk students.
- Tiered instructional strategies, restorative practices, and social-emotional supports address academic and behavioral needs.
- Professional development builds staff capacity in effective instruction, use of data, and recruitment and retention of highly effective teachers and paraprofessionals.
- The campus supports teachers and paraprofessionals in meeting certification or qualification requirements, provides ongoing high-quality professional development, and implements initiatives to recruit, retain, and develop highly effective staff.

- Core instructional minutes are protected within the master schedule.
- Intervention and enrichment blocks are embedded to provide targeted supports and extensions.
- Extended learning opportunities include before- and after-school tutoring, summer programs, and accelerated coursework.
- Accelerated instruction is provided to students who did not meet proficiency on state assessments.
- Coordinated school health activities are implemented and evaluated through fitness checks, grades, attendance, and data on disadvantaged students, while

ensuring that all students participate in the required moderate to vigorous physical activity.

- Students participate in enrichment opportunities such as music, art, robotics, and technology.
- Advanced coursework and acceleration pathways are provided for students demonstrating readiness for higher-level learning.

- At-risk indicators include assessment performance, attendance, behavioral data, and social-emotional concerns.
- Students identified through MTSS receive targeted academic and non-academic interventions.
- Counseling, mentoring, school-based mental health services, and supplemental social worker support are available to assist at-risk students.
- Targeted instruction, prioritized learning time, and supplemental tutoring address the needs of students most at risk of not meeting standards.
- Alternative education programs, dropout recovery initiatives, and flexible scheduling options are available for students in danger of disengaging from school.

- Collaboration with public Pre-K providers, Head Start, and childcare agencies supports early learning transitions into elementary school.
- Structured transition activities with feeder middle and high schools ensure students are prepared academically and socially for the next grade span.

The campus consolidates multiple funding sources to create a comprehensive schoolwide program, maximizing impact and reducing duplication.

These resources include: Title I, Part A; State Compensatory Education (SCE); and Additional federal, state, and local funds.

The effectiveness of the schoolwide program is monitored and evaluated throughout the year to ensure continuous improvement.

- State assessments, local benchmarks, classroom performance, attendance, and perception surveys.
- Progress monitoring cycles and feedback loops ensure strategies and activities are implemented effectively and achieve intended results.
- An annual review determines overall program effectiveness, particularly for students most at risk of not meeting standards, and informs revisions to the Campus Improvement Plan. As required under TEC §29.081, the district evaluates the effectiveness of all SCE-funded programs in reducing disparities in performance and dropout rates, and reports results in a public hearing.

This evaluation process ensures that strategies remain aligned with the CNA and continue to address the needs of all students while driving academic growth and equity.

Bryan Independent School District

Johnson Elementary

Accountability Rating: A

Distinction Designation:
Academic Achievement in English Language Arts/Reading, Academic Achievement in Mathematics, Top 25 Percent: Comparative Academic Growth, Top 25 Percent: Comparative Closing the Gaps

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
September 23, 2026 at 04:26 PM

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

Summary

Johnson's CNA Committee met on April 21st, May 4th, May 13th, and May 18th, to analyze 2025-2026 data and evaluate campus' strengths and weaknesses. The CNA was finalized on May 13th, 2026.

The first meeting was held in April when the team, which was composed of teacher representatives from K-4, campus counselor, professional specialists, administrators, parents and community representatives, gathered to analyze data in four key areas: demographics, perceptions, processes and programs, and student achievement. Data analyzed included campus and staff demographic data, student STAAR scores, attendance, discipline, MTSS referrals, and surveys. Once data was reviewed for each category, a variety of trends were identified.

The CNA Committee found several areas of reinforcement.

Looking at the campus' student achievement and demographic data, Johnson is seeing an increase in our Emergent Bilingual student population. In addition, this is also resulting in higher Reading Language Arts performance with our Emergent Bilingual student population. The data also indicates that there has been a decrease in the number of MTSS referrals from teachers across the board. Johnson continues to hold the top year to date attendance percentage rate of all elementary campuses.

When visiting with parents and community representatives, affirmations include continued strength in communication between campus administration 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 in specialized small group instruction and in the area of cultural sensitivity. As Johnson's special education population increases and changes demographically, there is a need for instructional support in the area of scaffolding instruction for students who are multiple grade levels below or students of different cultural backgrounds.

Another strength is centered around Johnson’s Spring 2025 STAAR results. Our gifted and talented population (GT) of students are performing at the master level and as previously mentioned, at least 50% of our emergent bilingual population is meeting grade level standard in the area of Language Arts.

Looking at identified needs for the 2026-2027 school year, our administration and instructional coaches will design intentional planning sessions that provide instructional support in the area of scaffolding instruction for students who are multiple grade levels below. 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)

Needs Assessment Overview

Summary

As diverse part committee of our continuous improvement efforts, Johnson Elementary conducted a comprehensive needs assessment with input from a variety of campus data, of teachers, including parents, and community members. The committee met to review a informed the development academic performance, attendance, behavior, and demographic trends. This collaborative analysis unique needs of the 2026-2027 Campus Improvement Plan, ensuring that our goals and strategies are aligned with the of our campus community.

Due to needs assessment findings, improvement in reading, math and development of a social skills for all learners, were identified as targeted areas of need. We will continue to build on our strengths while adding an emphasis on improved reading and math performance and continue to grow and improve as a campus for the 2026-2027 school year.

Title I. Element 1

Demographics

Summary

Johnson Elementary is a Title 1 campus in Bryan, Texas in Bryan ISD. Bryan ISD is located in the center of Brazos County. The city of Bryan is home to approximately 95,132 people. Of these individuals, 15% are African American, 38% are White, and 41% are Hispanic. The median household income for Bryan, TX is $59,289 with 23% of people living in poverty. In this community, 84% of individuals over the age of 25 have a high school diploma and 30% have a Bachelor's degree or higher.

For the 2025-2026 school year, Johnson has 406 students in grades Kindergarten to 4th grade. Of our 406 students, 14.72% are African American, 31% are White, and 57.01% are Hispanic.

Looking at other demographics, 56% of our students are economically disadvantaged and 23% are emergent bilingual students. As we dig deeper into different programs students are served in, 9% are receiving Gifted and Talented services, 15% of students are identified under Special Education, and 6% have 504 plans. The number of students receiving Special Education services continues to increase. This correlates the number of MTSS referrals being made by parents. This year we have had 8 teacher MTSS referrals and 24 parent MTSS referrals.

At Johnson, there are a total of 31 teachers. 9 have 1-5 years of experience. 14 have 5-10 years of experience. 8 have 10 or more years of experience. Of those 31 teachers, 15 are White, 1 is African American, and 15 are Hispanic.

Based on this information, the data shows a need for a staff that represents the diversity of the campus in addition to teachers with more teaching experience.

Strengths

1. YTD attendance is 2nd highest in District! As of 5/12/26, Johnson YTD is 96.35%.
2. The number of teacher MTSS (Multi-Tiered System of Supports) referrals has decreased. 33% of referrals for testing are teacher requests (Same as previous year)

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	The campus continues to experience challenges with retaining experienced teachers from year to year, resulting in high staff turnover.	Teachers experience increased strain and burnout due to limited support, resources, and professional development related to special education services and student behavior management, impacting teacher retention and instructional effectiveness.

★ = Priority

684

Student Learning

Summary

For 2025, Johnson Elementary School STAAR results were disaggregated by student race/ethnicity, economically disadvantaged status, emergent bilingual status, and special education status.

Looking specifically at how students in each ethnicity group performed, our AA population of students are not approaching or meeting-grade level expectations in reading and/or math. In addition, 43% of our 4th grade special education students are not meeting grade level standards in the area of 4th grade math.

As far as strengths noted are that our gifted and talented (GT) population of students are performing at the master level and at least 50% of our emergent bilingual population is meeting grade level standard in the area of Language Arts.

Professional tutors continue to support classroom teachers with Tier 1 instruction by pushing into the classroom setting. Reflecting on Fall 2025 and Spring 2026 Benchmark data, between tutoring support and individualized small group instruction, our students are demonstrating significant growth in both 3rd and 4th Grade Reading & Math.

There continues to be a need for instructional support in the area of scaffolding instruction for students who are multiple grade levels below or students of different cultural backgrounds. Professional development is needed in specialized small group instruction and in the area of cultural sensitivity.

Strengths

1. High percentage of GT students are performing at the Masters level
2. At least 50% of our emergent bilingual population is meeting grade level standard in the area of Language Arts

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	The academic performance of the campus' African American student population is not consistently approaching or meeting grade level expectations.	Limited opportunities for staff and faculty to engage in cultural sensitivity and responsiveness training may impact the ability to effectively support and connect with diverse student populations contributing to gaps in student achievement and engagement.
2	A significant percentage of 4th grade special education students are not meeting grade level standards in mathematics, with 43% performing below grade level expectations.	There is a lack of professional development and instructional coaching focused on specific scaffolding instructional strategies for students performing multiple grade levels below resulting in learning gaps between Tier 1 instruction and the specialized needs of students with significant learning gaps.

★ = Priority

School Processes & Programs

Summary

For the previous and current school year, participation in the various programs can be seen in the table below:

Program	24-25 Participation Rate	25-26 Participation Rate
Special Education	14.83%	14.78%
EB	19.78%	23.40%
Economically Disadvantaged	53.48%	56.90%
Gifted & Talented	10.11%	8.87%
Dyslexia	6.97%	4.93%
Section 504	4.04%	6.16%
At-Risk	53.03%	64.04%

This data reflects that the participation in all programs has either remained steady or shown an increase. This is due to students being identified for special education/dyslexia at an earlier age and receiving services earlier in their educational career. With an increase in students participating in the special education program and an increase in emergent bilingual students, there is a higher demand for special education and bilingual staff.

Johnson currently has 74 disciplinary referrals. 51 of those come from special education students, 2 were emergent bilingual students, 12 were 504 students, and a majority are economically disadvantaged. Contributors to an increase in disciplinary referrals was the lack of experienced teachers that did not effectively manage the class or utilize strategies. There is also a large amount of students that are in the process of being identified and given extra support.

Strengths

1. Early Identification and Intervention

2. Increase in EB participation in the Dual Language Program

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	There is an increased demand for highly experienced special education staff to support early identification efforts and mitigate high disciplinary referral rates among the SPED population.	There continues to be challenges with retaining experienced teachers from year to year

★ = Priority

688

Perceptions

Summary

Johnson Elementary has historically been a campus that staff has wanted to get to and never leave. In the past several years, the turnover has increased and staff retention has been a struggle. Staff satisfaction mirrored the staff turnover. According to the 2025-2026 staff and family surveys, the staff culture is trending upward. The new administration team has made it a priority to increase interactions with staff and students that make students and staff want to be here.

A big celebration is that our surveys reflect the work that is being put in. The staff reports that they feel safe and the students report the same thing. While there was a low response, the data that was collected showed positive things. It is evident that teachers want to be here and students do, as well. A specific goal that was put in place by the administration team has been shared with the staff. This goal is discussed frequently and celebrated.

An observation is that behavior affects the students' safety perception. This did increase 17% from the fall to the spring. It is deduced that teachers feel ill-equipped to deal with Tier 3 behaviors that our BEST students display. This is attributed to ineffective methods used to handle situations. Training has been provided to equip teachers that is ongoing and adapts to the specific needs of students as they arise.

Moving forward, we will be intentional about connecting with our staff to make sure they feel seen, valued, and included in decisions. This increased 14% to say that all staff felt included in decisions. Additionally, staff training will continue to occur to better equip teachers to handle situations that could lead to students feeling unsafe. We understand that the results of this will be students feeling seen, valued, and included in decisions.

We also have several celebrations in regards to culture. 100% of our staff feels like we have a positive culture, comfortable coming to admin about concerns, that admin seeks input, staff enjoys coming to school, and that they're satisfied. We will reflect on the two subcategories and continue to make efforts to improve.

Strengths

1. High Staff Satisfaction and positive school culture trends

2. 14% increase in staff reporting that they feel "seen, valued, and included in decisions."

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	There was a 17% increase in concerns regarding school safety due to Tier 3 behaviors occurring in the general education setting.	Teachers lack specialized training required to manage tier 3 behaviors.

★ = Priority

Goals

Goal 1

Johnson Elementary will increase the percentage of all students meeting grade-level expectations in reading, and math with a specific focus on African American students, emergent bilingual students, and students receiving Special Education services.

Performance Objective 1 ☑ High Priority

By the end of the 2026-2027 school year, the percentage of students meeting grade-level expectations on district and state assessments in reading and math will increase by at least 10% overall, with targeted growth among African American students, emergent bilingual students, and students receiving Special Education services.

Evaluation Data Source: STAAR assessment results, district benchmark assessments, district based assessments, MAP data(K-2), student subgroup performance data.

Strategy 1

Implement targeted small-group instruction during the instructional block based on student data and identified skill deficits.

Strategy's Expected Result/Impact: Increased Student Growth

Staff Responsible for Monitoring: Classroom Teacher, Principal, Assistant Principal

Funding Sources: Tutors Title I, A,

Formative Reviews

November	March	June

Strategy 2

Provide differentiated instruction and scaffolded supports for emergent bilingual students and students receiving Special Education services.

Strategy's Expected Result/Impact: Increased student performance in Reading and Math for our special education and emergent bilingual student population. Creating Print Rich Environments (anchor charts, visual aids).

Staff Responsible for Monitoring: Classroom Teacher, Principal, Assistant Principal, Instructional Coaches, LPAC Committee, Special Education Teachers

Funding Sources: Title I, A,

Formative Reviews

November	March	June

Performance Objective 2 ☑ High Priority

Teachers and Tutors will implement data-driven small group instruction and interventions at least biweekly.

Evaluation Data Source: PLC meeting agendas and minutes, small group instruction lesson plans, intervention logs, campus walkthrough data, coaching and observation feedback, student progress monitoring data

Strategy 1

Implement progress monitoring cycles every 4-6weeks to adjust instructional practices and interventions based on student performance.

Strategy's Expected Result/Impact: Students meeting individualized growth goals

Staff Responsible for Monitoring: Classroom Teacher, Assistant Principal, Principal, Instructional Coaches

Funding Sources: Title I, A,

Formative Reviews

November	March	June

Goal 2

Johnson Elementary will recruit, develop, and retain a diverse and highly qualified staff that reflects the demographics of the campus community.

Performance Objective 1 ☑ High Priority

By the end of the 2026-2027 school year, all staff members will participate in professional learning focused on cultural responsiveness, effective instructional practices, and student engagement strategies, with implementation monitored through walkthroughs and coaching feedback.

Evaluation Data Source: Professional development attendance records, staff training sign-ins, walkthrough and observation data, coaching feedback, teacher self-reflection surveys, campus climate and culture surveys

Strategy 1

Provide ongoing professional development opportunities focused on culturally responsive teaching, relationship-building strategies, and student engagement practices.

Strategy's Expected Result/Impact: Increased student performance in all student subpopulations

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Classroom Teacher, Instructional Coaches

Funding Sources: Books, articles, and research-based instructional resources, Culturally responsive teaching training materials and resources, Professional development presenters, consultants Title I, A,

Title I: 2.5.3

Formative Reviews

November	March	June

Performance Objective 2 ☑ High Priority

Johnson Elementary will increase staff retention and recruitment efforts by developing mentorship and support systems for new teachers and actively seeking diverse candidates during the hiring process

Evaluation Data Source: Staff retention data, new teacher mentor logs/minutes, hiring and recruitment records, teacher satisfaction surveys

Strategy 1

Implement instructional coaching cycles that include classroom observations, feedback sessions, modeling, and teacher goal setting.

Strategy's Expected Result/Impact: Increased experienced teacher retention

Staff Responsible for Monitoring: Principal, Assistant Principal

Funding Sources: Professional learning materials and model lesson resources Title I, A,

Title I: 2.5.1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

November	March	June

Strategy 2

Promote positive staff culture through staff recognition programs and opportunities for collaboration and relationship-building.

Strategy's Expected Result/Impact: Positive culture and climate and increased teacher empowerment/confidence

Staff Responsible for Monitoring: Principal. Assistant Principal, Counselor, Campus Mentors, Foundations Team

Funding Sources: Healthy snacks, CKH Resources/Training Title I, A,

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

November	March	June

Goal 3 Johnson Elementary will improve systems of support for students by strengthening MTSS processes.

Performance Objective 1 ☑ High Priority

The campus will reduce the number of students requiring intensive intervention support by increasing the effectiveness of Tier 1 instruction and early intervention practices.

Evaluation Data Source: District Benchmark data, District Based Assessment data, intervention logs, student academic growth data, MTSS log, classroom walkthrough observation feedback

Strategy 1

Utilize district benchmark assessments, district-based assessments, and classroom formative assessments to identify students in need of early intervention.

Strategy's Expected Result/Impact: Tier 2 and Tier 3 early identification

Staff Responsible for Monitoring: Classroom teachers, MTSS committee, principal, assistant principal

Funding Sources: Differentiated Instructional Materials (Manipulatives, Color Coded Folders, Supplemental Aides) Title I, A,

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	March	June

Strategy 2

Maintain consistent documentation of interventions, progress monitoring, and student support plans through MTSS logs and intervention records.

Strategy's Expected Result/Impact: Timely identification of student needs, improve communication among staff and families, support data-driven decision making, and increase the effectiveness of interventions to promote student academic growth.

Staff Responsible for Monitoring: Classroom Teacher, Principal, Assistant Principal, MTSS Coordiantor

Funding Sources: Instructional intervention materials and resources Title I, A,

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Performance Objective 2 ✅ High Priority

By the end of the 2026-2027 school year, Johnson Elementary will strengthen systems of support through MTSS by increasing meaningful family engagement and partnerships in students' academic, behavioral, and social-emotional growth.

Evaluation Data Source: Family Engagement Event Participation, Family Surveys, At-Home Family Resources, Student progress monitoring data, parent conference participation

Strategy 1

Implement a comprehensive family engagement strategy that intentionally connects families to the MTSS process through ongoing communication, family learning events, and accessible resources.

Strategy's Expected Result/Impact: Families will have opportunities to learn about their child's academic needs, understand how MTSS supports student growth, and gain easy to implement strategies and resources to support learning at home.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor

Funding Sources: Family Engagement Event Materials (literacy, math, and science activity supplies, take home materials) Title I, A, $299.96

Title I: 2.5.3

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

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Funding Summary

Funding Summary

Title I, A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Tutors	--	$0.00
1	1	2		--	$0.00
1	2	1		--	$0.00
2	1	1	Books, articles, and research-based instructional resources, Culturally responsive teaching training materials and resources, Professional development presenters, consultants	--	$0.00
2	2	1	Professional learning materials and model lesson resources	--	$0.00
2	2	2	Healthy snacks, CKH Resources/Training	--	$0.00
3	1	1	Differentiated Instructional Materials (Manipulatives, Color Coded Folders, Supplemental Aides)	--	$0.00
3	1	2	Instructional intervention materials and resources	--	$0.00
3	2	1	Family Engagement Event Materials (literacy, math, and science activity supplies, take home materials)	--	$299.96
				Sub-Total	$299.96

Bryan Independent School District

Houston Elementary

Accountability Rating: A

Distinction Designation:
Academic Achievement in English Language Arts/Reading, Academic Achievement in Mathematics, Top 25 Percent: Comparative Academic Growth, Top 25 Percent: Comparative Closing the Gaps, Postsecondary Readiness

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
September 23, 2026 at 04:26 PM

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

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 94 (A) for 2026, 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 487 students, with 84.8% identifying as White, 30.0% as Hispanic, 4.1% as African American/Black, 1.0% as Asian, 0.8% as American Indian, and 9.2% as Multi-Race. 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 across both Reading/Language Arts and Mathematics. In RLA, 90% of students scored at Approaches Grade Level or above, 72% at Meets, and 38% at Masters. Mathematics results were also strong, with 84% at Approaches, 63% at Meets, and 34% at Masters. Houston earned an A rating in School Progress with a scaled score of 94, supported by an Academic Growth raw score of 87, demonstrating significant year-to-year student progress. Gifted and Talented students demonstrated exceptional achievement, with 100% at Approaches and Meets and 92% at Masters across all tested subjects. Economically Disadvantaged students achieved 75% at Approaches, 45% at Meets, and 16% at Masters, identifying continued opportunities for targeted support and differentiation.

Houston's performance was further recognized with five TEA Distinction Designations: Academic Achievement in Reading/Language Arts, Academic Achievement in Mathematics, Top 25 Percent: Comparative Academic Growth, Top 25 Percent: Comparative Closing the Gaps, and Postsecondary Readiness.

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.

Perception data reflect strong relationships and a positive culture. Parent surveys consistently show 98–100% satisfaction, with families reporting that staff cares 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

Summary

Houston is a PreK–4th-grade campus serving 487 students. Of those students, approximately 30% are Hispanic, 4% are African American, 85% are White by race, 1% are Asian, and 9% are two or more races. Approximately 1% of our students are English Language Learners. Currently, 74 students, or approximately 15% of the student population, qualify for free or reduced-price lunch, with 71 students qualifying for free lunch and 3 qualifying for reduced-price lunch. In addition to our general education classes, we serve 107 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.

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	Root Cause
1	The gap between our economically disadvantaged students and our lowest-performing sub-population has seen inconsistent growth in the last three years.	Lack of effective use of data to monitor and adjust instruction to meet All Students' needs.
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.	Parent education regarding the importance of seat time for students daily and throughout the year.

★ = Priority

Student Learning

Summary

Houston Elementary earned an overall accountability rating of 93 (A) for 2026, reflecting strong performance in student achievement and academic progress. The campus earned a 91 (A) in Student Achievement and a 94 (A) in School Progress. Houston is not identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

On the 2026 STAAR assessment, Houston students demonstrated strong overall performance. Across Reading/Language Arts and Mathematics, 87% of tests were at Approaches Grade Level or above, 67% at Meets, and 36% at Masters. Reading/Language Arts results were particularly strong, with 90% Approaches, 72% Meets, and 38% Masters, while Mathematics results were 84% Approaches, 63% Meets, and 34% Masters. White students achieved 71% Meets and 40% Masters across all subjects, while Hispanic students achieved 66% Meets and 31% Masters. African American students achieved 43% Meets and 14% Masters, although this subgroup represented only 14 tests.

The School Progress domain earned a 94 (A), with an Academic Growth raw score of 87. The Academic Growth calculation shows that 151 of 184 evaluated tests earned a full growth point, demonstrating strong year-over-year student progress. Relative to its 29.4% economically disadvantaged population, Houston earned a Relative Performance score of 81 (B).

Closing the Gaps earned a scaled score of 89 (B), with a component score of 73. The campus earned 22 of 32 possible points in Academic Achievement, 24 of 32 in Growth Status, and 12 of 16 in Student Success. Gifted and Talented students demonstrated exceptional achievement, with 100% at Approaches, 100% at Meets, and 92% at Masters across all subjects. Special Education students achieved 74% at Approaches, 40% at Meets, and 12% at Masters.

Overall, Houston Elementary continues to demonstrate strong student achievement and academic growth, earning an overall A rating of 93. Reading/Language Arts remains a particular strength, while Mathematics presents an opportunity for continued growth, especially at the Meets and Masters levels. Continued instructional focus on Special Education students and African American students, particularly in Mathematics, will help strengthen achievement gaps while building upon the campus's strong overall performance.

Strengths

Houston Elementary demonstrates strong student achievement and progress, earning an overall A rating with a score of 93. Across all 2026 STAAR assessments, 87% of tests were at Approaches Grade Level or above, 67% at Meets, and 36% at Masters, reflecting strong academic performance. Reading/Language Arts continues to be a particular strength, with 90% Approaches, 72% Meets, and 38% Masters. The campus earned a 94 (A) in School Progress, with an Academic Growth score of 87, demonstrating strong year-over-year student growth.

Gifted and Talented students demonstrated exceptional performance, with 100% at Meets Grade Level or above and 92% achieving Masters across all subjects. White students achieved 71% at Meets, while Hispanic students achieved 66%, reflecting strong performance among both student groups. Special Education students demonstrated an area for continued focus, with 40% at Meets and 12% at Masters across all subjects.

The Closing the Gaps domain earned a scaled score of 89 (B), with strengths in student growth and student success. These results reflect a campus culture focused on rigorous instruction, continuous growth, and strong student outcomes, while identifying opportunities to further strengthen achievement for targeted student groups.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
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.	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.

★ = Priority

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): 109 students (22.38%)
- Gifted & Talented (GT): 28 students (5.75%)
- Section 504: 14 students (2.87%)
- Emergent Bilingual/LEP: 17 students (3.49%)
- English as a Second Language (ESL): 9 students (1.85%)
- At Risk: 53 students (10.88%)
- Bilingual Program: 0 students (0.00%)
- Migrant: 0 students (0.00%)

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.

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 to ensure students' individual needs are targeted and supported. The campus serves a diverse range of learners, with 22.4% of students receiving Special Education services, 5.7% identified as Gifted and Talented, and 2.9% receiving Section 504 services. Additionally, 3.5% of students are identified as Emergent Bilingual/LEP, with 1.8% receiving ESL services.

Additional supports are provided through district tutors and an Instructional Specialist who help address learning gaps and strengthen classroom instruction. 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	Root Cause
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.	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.

★ = Priority

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 2025, 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 2024 and 2025 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.

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 2025, 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	Root Cause
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 2025, highlight an opportunity to strengthen the overall student experience with safety, behavior, and peer-to-peer interactions.	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

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

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

Accountability Data

- [x] Texas Academic Performance Report (TAPR) data
- [x] Student Achievement Domain
- [x] Student Progress Domain
- [x] Closing the Gaps Domain
- [x] Effective Schools Framework data
- [x] Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- [x] Accountability Distinction Designations
- [x] Federal Report Card and accountability data
- [x] Local Accountability Systems (LAS) data
- [x] Community Based Accountability System (CBAS)

Student Data: Assessments

- [x] State and federally required assessment information
- [x] STAAR current and longitudinal results, including all versions
- [x] STAAR released test questions
- [x] Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

- [x] Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- [x] Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- [x] Student failure and/or retention rates
- [x] Local diagnostic reading assessment data
- [x] Local benchmark or common assessments data
- [x] Running Records results
- [x] Observation Survey results
- [x] Texas approved PreK - 2nd grade assessment data
- [x] Other PreK - 2nd grade assessment data
- [x] State-developed online interim assessments
- [x] Grades that measure student performance based on the TEKS

Student Data: Student Groups

- [x] Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- [x] Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- [x] Economically disadvantaged / Non-economically disadvantaged performance and participation data
- [x] Male / Female performance, progress, and participation data
- [x] Special education/non-special education population including discipline, progress and participation data
- [x] Section 504 data
- [x] Homeless data
- [x] Gifted and talented data
- [x] Dyslexia data
- [x] Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- [x] Attendance data
- [x] Discipline records

- [x] Student surveys and/or other feedback
- [x] Class size averages by grade and subject
- [x] School safety data
- [x] Enrollment trends

Employee Data

- [x] Professional learning communities (PLC) data
- [x] Staff surveys and/or other feedback
- [x] Teacher/Student Ratio
- [x] State certified and high quality staff data
- [x] Campus leadership data
- [x] Campus department and/or faculty meeting discussions and data
- [x] Professional development needs assessment data
- [x] Evaluation(s) of professional development implementation and impact
- [x] Equity data
- [x] T-TESS data
- [x] T-PESS data

Parent/Community Data

- [x] Parent surveys and/or other feedback
- [x] Parent engagement rate
- [x] Community surveys and/or other feedback

Support Systems and Other Data

- [x] Organizational structure data
- [x] Processes and procedures for teaching and learning, including program implementation
- [x] Communications data

- [x] **Capacity and resources data**
- [x] **Budgets/entitlements and expenditures data**
- [x] **Action research results**

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

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

Funding Sources: Instructional Coach State Comp,

ESF Levers: Lever 5: Effective Instruction

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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 26-27 school year. DIP

Evaluation Data Source: 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 2026-27 school year.

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

Funding Sources: Professional Tutors State Comp, $9,300

ESF Levers: Lever 5: Effective Instruction

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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 2026-2027 school year. DIP

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

Formative Reviews

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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

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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

Formative Reviews

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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

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.

Strategy's Expected Result/Impact: Decreased behavior/violent incidents
Increased student achievement
Positive school culture

Staff Responsible for Monitoring: Foundations team
Teachers

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Strategy 2

All staff will be trained on the components of Foundations, with a focus on the implementation and communication of CHAMPS

Strategy's Expected Result/Impact: Decreased behavior incidents
Increased student achievement
Positive school culture

Staff Responsible for Monitoring: Foundations team
Counselor

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Strategy 3

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: Foundations team
Teachers

Funding Sources: Local Funds - Campus,

Formative Reviews

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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,

Formative Reviews

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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

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

Formative Reviews

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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

Formative Reviews

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Performance Objective 4

Integration of technology in instructional programs in 100% of our classrooms. DIP

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.

Formative Reviews

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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

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

Formative Reviews

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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

Formative Reviews

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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.

Formative Reviews

November	March	June

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

Provide consistent home/school communication through Tuesday folders, Parent Square, Emails & Newsletter flyers

Strategy's Expected Result/Impact: Increased communication

Staff Responsible for Monitoring: Principal
Secretary
Teachers

Funding Sources: Local Funds - Campus,

Formative Reviews

November	March	June

Strategy 2

Regularly update school website and social media.

Strategy's Expected Result/Impact: Increased communication and family/community engagement

Staff Responsible for Monitoring: Principal
Secretary
Art teacher

Funding Sources: Local Funds - Campus,

Formative Reviews

November	March	June

Strategy 3

Update school calendar to reflect events and important dates

Strategy's Expected Result/Impact: Increased communication and family/community engagement

Staff Responsible for Monitoring: Principal
Secretary

Formative Reviews

November	March	June

Strategy 4

Parent/Teacher conferences and home visits held during fall and spring semesters.

Strategy's Expected Result/Impact: Increased communication and family/community engagement

Staff Responsible for Monitoring: Principal/AP
ICs

Funding Sources: Local Funds - Campus,

Formative Reviews

November	March	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,

Formative Reviews

November	March	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

Formative Reviews

November	March	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

Formative Reviews

November	March	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,

Formative Reviews

November	March	June

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

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

Formative Reviews

November	March	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

Formative Reviews

November	March	June

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

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

Formative Reviews

November	March	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

Formative Reviews

November	March	June

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

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

Formative Reviews

November	March	June

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

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

Formative Reviews

November	March	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

Formative Reviews

November	March	June

State Compensatory Education

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 stude who are identified as at-risk of dropping out of school.

Personnel for Houston Elementary

Name	Position	FTE
Instructional Coach	ELA	1

Funding Summary

Funding Summary

Local Funds - Campus

Goal	Performance 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	Performance 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

HOUSTON ELEMENTARY SCHOOL
Bryan ISD

2025–2026

A comprehensive needs assessment was conducted with a broad range of stakeholders who examined relevant academic achievement data, such as state assessments, local benchmarks, and classroom performance data. The purpose was to understand our students' most pressing needs and root causes. The data analysis revealed specific areas of focus identified in the Campus Improvement Plan.

This plan is based directly on the CNA, serving as the required second step of our year-long improvement process to improve the total campus instructional program.

The campus implements a coordinated set of evidence-based strategies designed to provide opportunities for all students, including subgroups and those most at risk, to meet or exceed the State's challenging academic standards, strengthen the academic program, increase attendance, strengthen parent involvement, and provide ongoing high-quality professional development to attract, support, and retain highly effective teachers.

- Evidence-based instruction is delivered in all core subjects: reading, math, science, and social studies.
- Leadership teams hold data review meetings every 4–6 weeks to monitor growth and adjust interventions.
- Academic and non-academic strategies are integrated to address student learning and well-being.
- Evidence-based strategies, including social-emotional learning, restorative practices, counseling, and staff training, prevent and address bullying, violence, and unsafe behaviors, with ongoing monitoring of behavioral data to guide interventions.

- Dropout prevention strategies are implemented by identifying at-risk students through attendance, grades, and engagement data and providing mentoring, credit recovery, flexible scheduling, accelerated instruction, and counseling to keep students on track to graduate.

- All instruction aligns with the Texas Essential Knowledge and Skills (TEKS).
- Students access a well-rounded, enriched, and accelerated curriculum that includes fine arts, STEM, and technology integration.
- Small-group instruction, supplemental digital tools, targeted tutoring, and additional learning time support mastery of standards.
- Postsecondary readiness activities prepare students for higher education and workforce opportunities.

- A Multi-Tiered System of Supports (MTSS) framework identifies and monitors at-risk students.
- Tiered instructional strategies, restorative practices, and social-emotional supports address academic and behavioral needs.
- Professional development builds staff capacity in effective instruction, use of data, and recruitment and retention of highly effective teachers and paraprofessionals.
- The campus supports teachers and paraprofessionals in meeting certification or qualification requirements, provides ongoing high-quality professional development, and implements initiatives to recruit, retain, and develop highly effective staff.

- Core instructional minutes are protected within the master schedule.
- Intervention and enrichment blocks are embedded to provide targeted supports and extensions.
- Extended learning opportunities include before- and after-school tutoring, summer programs, and accelerated coursework.
- Accelerated instruction is provided to students who did not meet proficiency on state assessments.
- Coordinated school health activities are implemented and evaluated through fitness checks, grades, attendance, and data on disadvantaged students, while

ensuring that all students participate in the required moderate to vigorous physical activity.

- Students participate in enrichment opportunities such as music, art, robotics, and technology.
- Advanced coursework and acceleration pathways are provided for students demonstrating readiness for higher-level learning.

- At-risk indicators include assessment performance, attendance, behavioral data, and social-emotional concerns.
- Students identified through MTSS receive targeted academic and non-academic interventions.
- Counseling, mentoring, school-based mental health services, and supplemental social worker support are available to assist at-risk students.
- Targeted instruction, prioritized learning time, and supplemental tutoring address the needs of students most at risk of not meeting standards.
- Alternative education programs, dropout recovery initiatives, and flexible scheduling options are available for students in danger of disengaging from school.

- Collaboration with public Pre-K providers, Head Start, and childcare agencies supports early learning transitions into elementary school.
- Structured transition activities with feeder middle and high schools ensure students are prepared academically and socially for the next grade span.

The campus consolidates multiple funding sources to create a comprehensive schoolwide program, maximizing impact and reducing duplication.

These resources include: State Compensatory Education (SCE) and additional federal, state, and local funds.

The effectiveness of the schoolwide program is monitored and evaluated throughout the year to ensure continuous improvement.

- State assessments, local benchmarks, classroom performance, attendance, and perception surveys.
- Progress monitoring cycles and feedback loops ensure strategies and activities are implemented effectively and achieve intended results.
- An annual review determines overall program effectiveness, particularly for students most at risk of not meeting standards, and informs revisions to the Campus Improvement Plan. As required under TEC §29.081, the district evaluates the effectiveness of all SCE-funded programs in reducing disparities in performance and dropout rates, and reports results in a public hearing.

This evaluation process ensures that strategies remain aligned with the CNA and continue to address the needs of all students while driving academic growth and equity.

Bryan Independent School District

Henderson Elementary

Accountability Rating: B

Distinction Designation:
Academic Achievement in English Language Arts/Reading, Academic Achievement in Mathematics, Top 25 Percent: Comparative Closing the Gaps, Postsecondary Readiness

2026-2027 Campus Improvement Plan

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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

Summary

In the spring of 2026, the Henderson Elementary CNA Planning Team met on May 11, May 12, and May 20, 2025, to conduct a comprehensive needs assessment of the entire school.

The planning team included the following stakeholders (list the roles from your updated planning team rubric).

- Daniela Garza-Ramirez
- Michelle Cortez
- Amy Marak
- Emily Bard
- Sandra Villarreal
- Ana Drake
- Mirna Gonzalez
- Stephany Villafranca
- Maria Godinez

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 ratios by 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
- Parents noted that their students feel safe at Henderson

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 getting better
- 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, shows that students are growing.
- Students come to us lacking social skills; therefore, all teachers and staff require more training to teach the skills needed.

For the 2026-2027 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 offer various opportunities for parents to visit the school, including grade-level nights, STAAR, and TELPAS nights.
- Continue to implement Safe & Civil Schools.
- Focus on academic data for Sped and EB students.

Demographics

Summary

Henderson Elementary is a PreK-4th-grade school with approximately 490 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.

Teachers by grade level:

4 PK teachers

4 Kinder teachers

4 1st-grade teachers

4 2nd-grade teachers

5 3rd-grade teachers

4 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

We have:

4 PK Assistants

1 PE Assistant

1 Library Assistant

5 SAILS Assistants

1 Academic Support

1 BEST Assistants

1 Principal Secretary

1 Registrar

1 Counselor

1 Principal

1 Assistant Principal

2 Instructional Coaches- 1 Language Arts and 1 Math

750

18 of our teachers are Hispanic, 11 are White, and 4 are African American. We have 2 male teachers, and the rest are female.

Strengths

- Teacher and staff retention is increasing, and as they get more experience, they are able to support students.
- Henderson staff are understanding of the needs of our diverse students.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	SPED students are not performing at the same level as their peers.	Some teachers, including new and veteran teachers, are not properly trained on tier 1 and differentiation.

★ = Priority

752

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 2027 STAAR assessments compared to Spring 2025.

Evaluation Data Source: STAAR Results; DBA and Benchmark Results

Performance Objective 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.

Evaluation Data Source: Increase STAAR Scores

Performance Objective 3

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.

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 ☑ High Priority

Increase the district's student attendance rate from 95.8% to 96.0% by May 2027. Students will be recognized every Six weeks for perfect attendance. We will implement classroom rewards when they spell HENDERSON! Each letter represents perfect attendance. We will do home visits throughout the year.

Evaluation Data Source: Audit of student attendance folders, attendance reports

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 Source: Partnerships, counselor time study, small group meeting schedule, lesson and activity documentation documen

Performance Objective 3

Students and staff will report on the annual survey that they feel at least as safe on campus in 2026-2027 as they did in 2025-2026.

Evaluation Data Source: Staff surveys

Performance Objective 4

Establish a positive school culture and climate that encourages a shared responsibility for a physically and emotionally safe learning environment.

Evaluation Data Source: Discipline Data & Survey Data

Goal 3 By June 2026, increase math & reading Meets Grade Level performance by 5 percentage points.

Performance Objective 1

Growth on "Meets" level of mastery of the STAAR test in Reading and Math in 3rd and 4th grade

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 Reviews

November	March	June

Strategy 2

Teachers and staff will track data to intervene early. ICs will guide teachers on how to keep track of the data as mastery checks, DBAs, and benchmarks are used. Data talks with admin. and ICs using district trackers.

Formative Reviews

November	March	June

Strategy 3

Teachers will set goals with students individually on AR, DBA, Benchmarks, MAP, Imagine Math, TELPAS and STAAR

Formative Reviews

November	March	June

Strategy 4

Henderson 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 and/or Math Night, STAAR Night, and a TELPAS Night. We will have a Science Night this year during the fall semester.

Formative Reviews

November	March	June

Goal 4

By June 2031, increase the percentage of graduating students meeting at least one of the College, Career, Military Readiness (CCMR) indicators by 10 percentage points.

Performance Objective 1

All Henderson teachers will implement AVID in their classrooms. Students have an AVID binder where they will keep their work, and it will be used as a communication method with parents.

Strategy 1

Students will participate in College Colors Day and will incorporate their goals with their future selves.

Formative Reviews

November	March	June

Strategy 2

Henderson admin and teachers will attend Summer AVID training.

Formative Reviews

November	March	June

Goal 5

By June 2029, ensure 100% of campuses implement an effective, systemic coaching and accountability framework with fidelity to improve instructional alignment and student outcomes.

Performance Objective 1

Admin will conduct 8 walks a week and will have coaching face-to-face conversations with at least 2 teachers.

Goal 6 By June 2031, increase teacher retention by at least 8 percentage points.

Performance Objective 1

The teacher turnover rate will decrease. Henderson will retain more experienced teachers.

Strategy 1

All first-year teachers will be supported by the BISD Mentoring and New Teacher Academy with the Region 6 partnership.

Formative Reviews

November	March	June

Strategy 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 202.

Formative Reviews

November	March	June

Strategy 3

As a campus, we will celebrate teachers' and staff members' successes throughout the year through daily affirmations in morning announcements, weekly affirmations in the newsletter, and staff shout-outs in morning announcements.

Formative Reviews

November	March	June

Title I Summary

Title I Personnel

Name	Position	Program	FTE
Aide	Education Aide		
Instructional Coach (PRF-ICT)	Instructional Coach (PRF-ICT)		

Bryan Independent School District

Fannin Elementary

Accountability Rating: C

Distinction Designation:
Academic Achievement in English Language Arts/Reading, Academic Achievement in Mathematics

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary

The 2026–2027 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 four **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 Achievement:** Solid overall STAAR Domain 1 performance driven by effective data-informed instruction, alignment to TEKS standards, and robust academic intervention systems as evidenced by **ELA and Math distinctions.**
- **Dedicated Staff and Leadership:** Strong commitment from instructional staff, coaches, and leadership to professional growth and student outcomes.
- **Family Engagement Momentum:** Increasing participation in school events and growing parent interest in academic nights and student-centered activities.

Areas of Need

- **Attendance:** Student attendance remains an area of need. The campus will continue to strengthen student and family relationships, identify barriers to attendance, and implement proactive strategies that encourage consistent daily attendance.
- **SPED and EB Monitoring and Accountability:** Continued focused monitoring, collaboration, and support are needed to ensure students receiving Special Education and Emergent Bilingual services have access to grade-level instruction, appropriate supports, and opportunities for measurable academic growth while maintaining compliance with required services and documentation.
- **Instructional Leadership:** Continued professional learning, coaching, and collaborative opportunities are needed to strengthen campus leaders' capacity to provide effective instructional leadership, conduct meaningful observation and feedback cycles, and build cohesive, high-performing teams.
- **Family & Community Partnerships:** More intentional and structured opportunities are needed to strengthen relationships with families and community partners and increase their engagement in student learning, academic goals, and campus initiatives.

Strengths and areas of need that emerged were the following:

LEADERSHIP (includes Demographics, Processes and Programs)

As we look ahead, Fannin Elementary will focus on strengthening leadership capacity, building strong partnerships with families and the community, and creating consistent systems that support student success. We are committed to growing and maintaining positive relationships with all stakeholders by intentionally opening our doors and inviting students, families, staff, and community partners to be active members of our Falcon Family.

The campus leadership team will create intentional and structured opportunities for family and community engagement that support student academic achievement, social-emotional development, attendance, and overall well-being. We will strengthen communication and collaboration with families and community partners while providing opportunities for them to actively participate in the life and learning of the school.

In addition, campus administrators will continue to strengthen their instructional leadership capacity through targeted professional development, coaching, observation and feedback cycles, and collaboration with district leaders. Leadership development will focus on effective instructional practices, data-driven decision-making, team building, and supporting teachers in meeting the diverse needs of all learners.

Through a focus on leadership development, family and community partnerships, and consistent campus-wide processes, Fannin Elementary will continue to build a culture where Children First, Always guides our decisions and where students, staff, families, and community members feel connected, valued, and empowered to contribute to our collective success.

Foundations Climate and CULTURE (includes Perceptions)

During the 2025–2026 school year, Fannin Elementary made significant progress in strengthening our school culture and climate. Through strategic planning, targeted support, consistent expectations, and ongoing coaching, 88%–90% of classrooms reached Level 1 on the campus culture rubric. This growth reflects the collective commitment of our staff to creating safe, welcoming, structured, and engaging learning environments where students can thrive academically and socially.

As we move forward, our focus will be on sustaining and deepening this progress while continuing to strengthen a positive culture across every classroom and common area. Campus leaders will use regular culture and climate walks, feedback cycles, staff collaboration, and targeted professional learning to monitor implementation, celebrate progress, and address areas of need.

Our OWN IT mindset will reinforce the belief that each staff member and student has a role in creating the culture we want at Fannin. Through intentional relationship-building, consistent implementation of Leader in Me practices, student voice and leadership opportunities, and recognition of positive behaviors and growth, we will continue building a culture of ownership, belonging, and high expectations.

Our goal is to increase the percentage of classrooms consistently meeting Level 1 expectations and move toward 100% implementation, while ensuring that students and staff experience Fannin as a safe, supportive, connected, and engaging place to learn and work.

Attendance

Improving student attendance remains a continuous priority at Fannin Elementary. We recognize that consistent attendance is essential for students to access daily instruction, build relationships, and make sustained academic progress. The campus will focus on developing and maintaining strong, trusting relationships with students and families to better understand barriers to attendance and encourage regular school participation.

Fannin will use proactive attendance monitoring, timely communication with families, and individualized support to identify attendance concerns early and connect families with appropriate resources. Staff will celebrate improved and consistent attendance and reinforce the message that every day matters.

In addition, we will continue to strengthen family and community partnerships by increasing our visibility, accessibility, and responsiveness. Through intentional communication, family outreach, recognition, and meaningful opportunities for involvement, we will create a connected school community where families feel welcomed and supported.

Our goal is to increase consistent student attendance while strengthening the relationships and systems that help every student be present, engaged, and ready to learn each day.

ACADEMICS (includes Student Academic Achievement)

At Fannin Elementary, we believe that clear goals, purposeful instruction, and consistent monitoring of student learning are essential to academic growth. During the 2026–2027 school year, we will strengthen systems that ensure teachers and students understand what they are learning, why it matters, and how they will know when they have achieved mastery.

A primary focus will be the intentional use of student data and goal setting to drive instruction. Through weekly FLEX/data meetings, teachers will establish a consistent cadence for analyzing student performance, identifying specific learning needs, monitoring progress toward goals, and providing timely feedback and targeted support. Students will be actively involved in setting and monitoring their own academic goals so they develop ownership of their learning and recognize their growth.

We will continue to strengthen Tier 1 instruction through lesson internalization, standards alignment, rigorous questioning, critical-thinking opportunities, differentiated instruction, and meaningful connections to authentic learning experiences. Teachers will utilize available instructional resources—including HMH, Stemscopes, Reading Horizons, Summit K-12, and district-developed curriculum—to provide targeted support for Emergent Bilingual and Special Education students while also extending learning for students who are ready for additional rigor.

Instructional leadership and accountability will remain a key component of our academic work. Campus leaders will use T-TESS, TIL observation and feedback cycles, instructional walks, student work, and formative and summative assessment data to provide teachers with specific, timely, and actionable feedback. These systems will help identify instructional strengths, determine high-leverage areas for growth, and guide targeted professional learning and coaching.

Our academic monitoring will include MAP, DRA/EDL, district assessments, benchmarks, STAAR, and classroom-based evidence of learning. We will use these data points to monitor progress across student groups, with particular attention to SPED and EB students, and to ensure that students receive the support necessary to access and master grade-level standards.

2026–2027 Academic Priorities

1. **Academic Growth Through Data and Goal Setting – Establish consistent systems for teachers and students to set goals, monitor progress, analyze data, and respond to identified needs.**
2. **High-Quality, Rigorous Tier 1 Instruction – Strengthen standards-aligned instruction through lesson internalization, critical-thinking questions, differentiated supports, and opportunities for students to demonstrate mastery.**
3. **Instructional Leadership and Feedback – Develop teacher and leader capacity through TIL observation and feedback cycles, coaching, professional learning, and ongoing monitoring of instructional practices.**

Together, we will OWN IT by focusing on what we can control, using evidence to guide our decisions, and maintaining high expectations for every student. Our collective goal is to move more students from approaching grade level to meeting or exceeding grade-level standards while ensuring that every student has access to rigorous, engaging, and appropriately supported instruction.

Together, by staying focused and aligned, we will continue to move Fannin forward.

(Title I, Part A Element I)

The CNA was finalized June 2026

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 340 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%
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

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 2026-2027 school year, the leadership by 50 percent, but 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	Root Cause
1 ★	Faculty and staff need consistent opportunities to strengthen cultural awareness and understanding in order to build respectful, trusting relationships and create an inclusive environment where all students, families, and colleagues feel valued, understood, and connected.	Without intentional opportunities to learn from one another, reflect on personal perspectives, and practice empathy, staff may not always recognize how culture and individual experiences influence relationships, communication, and interactions with students, families, and colleagues.

★ = Priority

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 TIL Observation and Feedback cycles, 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 2026–2027 school year: goal setting, high quality TIER 1 instruction, and observation/feedback cycles. 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 2025–2026 accountability rating for Fannin is a C. 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.

Strengths

- Intentional cadence of use of student data and goal setting through weekly FLEX/data meetings
- Experienced IC's on campus

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	While the percentage of students approaching grade level in reading and mathematics increased from the previous year, the percentage of students achieving grade-level mastery continues to lag behind campus expectations. Students need increased opportunities to engage in rigorous, grade-level instruction that moves them from approaching mastery to meeting or exceeding grade-level standards.	Teachers need continued support in deepening content knowledge and aligning daily instruction, resources, and assessment practices to grade-level TEKS and STAAR expectations. Additional support is needed in designing rigorous TIER 1 learning experiences that develop critical thinking and increase engagement.
2	A steady increase in student population receiving special education and/or dyslexia services and requiring targeted academic support and access to grade-level instruction within the classroom setting. Ensuring consistent, effective support is essential for these students to make meaningful academic progress and access challenging grade-level standards.	Special education master schedules need to be strategically designed to maximize in-class support and specialized instruction for students while providing paraprofessionals with clear expectations, training, and guidance to effectively support student learning.
3	Inconsistent implementation and monitoring of Wildly Important Goals (WIGs) has limited students' opportunities to consistently set, track, and reflect on meaningful academic and personal goals.	When students meet a goal, teachers need strategies to help students analyze their growth, establish a new level of challenge, and continue working toward increased mastery rather than stopping when the initial goal is achieved.

★ = Priority

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 340 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.

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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

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	Root Cause
1	Our social committee needs to establish a consistent, organized master schedule of staff events and opportunities for connection that allows teachers and staff to intentionally spend time together throughout the school year.	With varying schedules and responsibilities outside of school, staff may not always have opportunities to build relationships and feel connected as one campus community.

★ = Priority

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:

Fannin's attendance rate has improved significantly since the COVID-19 years and is currently **approaching 96% year-to-date**. While this improvement is encouraging, **student attendance remains one of our greatest areas of need**. The campus will continue to focus on building strong relationships with students and families, identifying barriers to consistent attendance, and implementing proactive strategies that encourage students to be present and engaged each day. Student discipline is not currently a significant concern, allowing the campus to focus resources on strengthening attendance and academic engagement.

Staff Engagement

Staff engagement and retention continue to be strengths at Fannin. Over the past two years, **teacher turnover has remained low**, with most staff departures resulting from personal or family life changes, such as marriage or a spouse accepting employment in another location, rather than concerns related to the campus. We will continue to prioritize a positive school culture, staff recognition, relationship-building, collaboration, and opportunities for professional growth to maintain a connected and supportive staff community.

Parent and Family Engagement

Historically, Fannin has experienced **limited family engagement**; however, we have seen encouraging progress. This school year, Fannin established a **PTO with elected officers and bylaws**, which has already made meaningful contributions to the campus. We are very pleased with the direction of the PTO and the growing partnership between the school, families, and community.

Moving forward, Fannin will build on this momentum by developing a more **intentional and structured approach to family and community engagement**. We will create additional opportunities for families to participate in campus activities, support student learning, and contribute to the Fannin community. Our goal is to strengthen relationships and create a school environment where families feel **welcomed, valued, connected, and empowered to be active partners in their children's success**.

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	Root Cause
1	Want to build "ownership" within our students for the school. Align discipline even more to Leader in Me ATTENDANCE!!!!	Staff should consistently implement supportive LIM programs that provide families with the understanding that academic success and campus leadership is easily within their control.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Faculty and staff need consistent opportunities to strengthen cultural awareness and understanding in order to build respectful, trusting relationships and create an inclusive environment where all students, families, and colleagues feel valued, understood, and connected.	Without intentional opportunities to learn from one another, reflect on personal perspectives, and practice empathy, staff may not always recognize how culture and individual experiences influence relationships, communication, and interactions with students, families, and colleagues.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] District goals
- [x] Campus goals
- [x] HB3 Reading and math goals for PreK-3
- [x] HB3 CCMR goals
- [x] Performance Objectives with summative review (prior year)
- [x] Campus/District improvement plans (current and prior years)
- [x] Planning and decision making committee(s) meeting data

Accountability Data

- [x] Texas Academic Performance Report (TAPR) data
- [x] Student Achievement Domain
- [x] Student Progress Domain
- [x] Closing the Gaps Domain
- [x] Effective Schools Framework data
- [x] Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- [x] Accountability Distinction Designations
- [x] Federal Report Card and accountability data
- [x] Alternative Education Accountability (AEA) data
- [x] Local Accountability Systems (LAS) data
- [x] Community Based Accountability System (CBAS)

Student Data: Assessments

- [x] State and federally required assessment information
- [x] STAAR current and longitudinal results, including all versions

- [x] STAAR released test questions
- [x] STAAR Emergent Bilingual (EB) progress measure data
- [x] Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- [x] Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- [x] Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- [x] Student failure and/or retention rates
- [x] Local diagnostic reading assessment data
- [x] Local benchmark or common assessments data
- [x] Observation Survey results
- [x] Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- [x] Prekindergarten Self-Assessment Tool
- [x] Texas approved PreK - 2nd grade assessment data
- [x] Other PreK - 2nd grade assessment data
- [x] State-developed online interim assessments
- [x] Grades that measure student performance based on the TEKS

Student Data: Student Groups

- [x] Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- [x] Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- [x] Economically disadvantaged / Non-economically disadvantaged performance and participation data
- [x] Male / Female performance, progress, and participation data
- [x] Special education/non-special education population including discipline, progress and participation data
- [x] Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- [x] Section 504 data
- [x] Homeless data
- [x] Gifted and talented data

- [x] Dyslexia data
- [x] Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- [x] Completion rates and/or graduation rates data
- [x] Attendance data
- [x] Discipline records
- [x] Violence and/or violence prevention records
- [x] Student surveys and/or other feedback
- [x] Class size averages by grade and subject
- [x] School safety data
- [x] Enrollment trends

Employee Data

- [x] Professional learning communities (PLC) data
- [x] Staff surveys and/or other feedback
- [x] Teacher/Student Ratio
- [x] State certified and high quality staff data
- [x] Campus leadership data
- [x] Campus department and/or faculty meeting discussions and data
- [x] Professional development needs assessment data
- [x] Evaluation(s) of professional development implementation and impact
- [x] Equity data
- [x] T-TESS data
- [x] T-PESS data

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- [x] **Horizontal and vertical team alignments processes**
- [x] **Enrichment course/materials**
- [x] **Scope and Sequence; Pacing Guides; and Other Focus Documents**

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 ☑ High Priority

Monitor the implementation of a comprehensive MTSS framework to support and improve student achievement.

Evaluation Data Source: 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

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

Formative Reviews

November	March	June

Strategy 2

Fannin will address the needs of all students, particularly those at-risk of failing State standards by providing tutorials. 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: Snacks - Tutoring Title I, A, $3,524, Tutors, Title I, A, $20,161, transportation/field trips Title I, A, $5,500

Formative Reviews

November	March	June

Strategy 3

Teachers will provide targeted supports and resources for Emergent Bilingual (EB) students, including language development and opportunities to access grade-level content, while providing enrichment and increased rigor through Summit K12 online resources that are aligned to grade-level expectations to ensure all students have meaningful opportunities to engage with challenging academic standards and demonstrate mastery.

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

Formative Reviews

November	March	June

Strategy 4

Fannin will continue to include additional weekly conference (FLEX) time in the master schedule for teachers to establish a consistent cadence of reviewing student data and performance. During these meetings, teachers will analyze student learning, identify areas of need, and use the data to provide timely, targeted, and immediate feedback and instructional support to students.

Strategy's Expected Result/Impact: Progress monitoring of student data.

Staff Responsible for Monitoring: Administrators, Teachers, ICs

Formative Reviews

November	March	June

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

Increase academic success of all students.
Reading: At least 83% of our 3rd & 4th grade students will perform Approaches or Meets or better as measured by STAAR Reading test.
Rationale: All teachers are expected to grow all of their students.
Math: At least 83% of our 3rd & 4th grade students will perform Approaches or Meets or better as measured by STAAR Math test.

789

Rationale: All teachers are expected to grow all of their students.

Evaluation Data Source: 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

ICs will assist in guiding 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

Formative Reviews

November	March	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

Formative Reviews

November	March	June

Strategy 3

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

790

Formative Reviews

November	March	June

Goal 2

The campus will implement consistent TIL Teacher Observation and Feedback cycles to strengthen Tier 1 instruction by providing teachers with timely, specific, and actionable feedback focused on student engagement, rigorous questioning, lesson internalization, and evidence of student learning.

Performance Objective 1

Conduct regular TIL observation and feedback cycles with teachers

Strategy 1

Create walkthrough observation/feedback schedules to include all teachers.

Strategy's Expected Result/Impact: Completed TIL observation and feedback cycles.

Staff Responsible for Monitoring: Principal/ AP/ TIL Leadership

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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	June

Performance Objective 2

Provide timely feedback that identifies a specific instructional strength and one high-leverage next step.

Strategy 1

Observation and feedback documentation. Identify critical-thinking questions and instructional moves that support lesson mastery.

Strategy's Expected Result/Impact: Teacher implementation of identified action steps.

Staff Responsible for Monitoring: Principal/ AP/ TIL Leadership

TEA Priorities: Recruit, support, retain teachers and principals, 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

Formative Reviews

November	March	June

Performance Objective 3

Follow up during subsequent observations to monitor implementation and provide additional coaching as needed.

Strategy 1

Student work and formative assessment data.

Strategy's Expected Result/Impact: Demonstrating increased evidence of learning.

Staff Responsible for Monitoring: Principal/ AP/ TIL Leadership

Formative Reviews

November	March	June

Performance Objective 4

Use observation and student-learning evidence to identify campus-wide instructional trends and determine professional learning needs.

Strategy 1

Trends from observations used to determine targeted professional learning and coaching support.

Strategy's Expected Result/Impact: Targeted professional development.

Staff Responsible for Monitoring: Principal /AP/ TIL Leadership

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

Formative Reviews

November	March	June

794

Goal 3

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., Read by Third, reading/literacy night, word parade, monthly campus updates, student-led conferences, PTSO, parent corner, Parent STAAR night, STEM night, summer readings etc.)

Evaluation Data Source: Agenda and calendar of events
Sign-in sheets
Helpful home tips
Photographs of events
Parent survey results

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,

Formative Reviews

November	March	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

Formative Reviews

November	March	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

Formative Reviews

November	March	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

Formative Reviews

November	March	June

Strategy 5

The counselor will attend district collaborative 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

Formative Reviews

November	March	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, math night, and summer activities.

Funding Sources: PFE Materials Title I, A, $1,100, PFE, registration and travel expensive Title I, A, $250, PFE snacks to encourage parent attendance Title I, A, $464

Formative Reviews

November	March	June

Goal 4

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 Source: 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

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

Formative Reviews

November	March	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

Formative Reviews

November	March	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

Formative Reviews

November	March	June

Title I Summary

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1 Description of CNA Process

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1 Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

The Schoolwide Plan/Campus Improvement Plan development process began with a comprehensive needs assessment conducted during the spring. Campus leadership teams, teachers, parents, and other stakeholders reviewed student performance data, attendance, behavior data, survey feedback, and program effectiveness to identify campus strengths and areas of need.

Throughout the planning process, three meetings were held with stakeholders to gather input, discuss priorities, and review proposed goals and strategies. Revisions and updates to the plan were made collaboratively before final approval and implementation at the start of the school year.

Evidence of stakeholder involvement and multiple meetings includes agendas, sign-in sheets, meeting notes, minutes, and calendars.

2.2 Stakeholders 1114(b)(2)

Staff, families, and community members are included throughout the development and review process of the Schoolwide Plan/Campus Improvement Plan through meetings, surveys, committee participation, and campus engagement opportunities. Stakeholders are provided opportunities to review campus data, discuss needs, provide recommendations, and offer feedback regarding campus goals, strategies, and programs.

Feedback is solicited through campus leadership meetings, Title I meetings, parent engagement events, staff meetings, surveys, committee discussions, and individual stakeholder input sessions. Stakeholders are encouraged to share suggestions and concerns to ensure the plan reflects the needs of students, staff, families, and the school community.

2.3 Description of Plan Availability, Format, and Language 1114(b)(4)

The plan is shared through the district and campus meetings, parent engagement events, and upon request through the front office.

Information from the plan is communicated in a parent-friendly and understandable format using clear language and translated materials when needed to support families whose primary language is not English. Campus staff also review key components of the plan during meetings and presentations to ensure stakeholders understand campus goals, programs, and supports available to students.

2.4 Description of Plan Coordination (if Applicable) 1114(b)(5)

N/A

2.5 Statutorily Required Descriptions 1114(b)(7)(A)

The campus Schoolwide Plan/Campus Improvement Plan was developed collaboratively to ensure all federally and statutorily required Title I components are addressed within the identified strategies and action steps. Each strategy was reviewed and aligned to specific Title I requirements to ensure compliance, support student achievement, and address identified campus needs through the comprehensive needs assessment process.

Campus leadership, staff, families, and stakeholders contributed feedback during the development and review process to ensure the plan reflects the academic, behavioral, social-emotional, and family engagement needs of the campus community. Strategies included in the plan are designed to support high-quality instruction, professional development, student interventions, family engagement, and ongoing monitoring of student progress.

The campus will continue to review implementation data and stakeholder feedback throughout the school year to make adjustments as needed and ensure continuous improvement efforts remain aligned to campus goals and student needs.

Funding Summary

Funding Summary

Local Funds - Campus

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	Instructional resources geared for student growth that is level appropriate	--	$5,500.00
4	1	2	Books and other materials	--	$500.00
				Sub-Total	$6,000.00

Title I, A

Goal	Performance 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	Instructional materials/books	--	$7,000.00
3	1	1	Materials for parent information	--	$0.00
3	1	1	Materials for Literacy Night	Parent Invovlem ent	$0.00
3	1	2	PFE - snacks and parent materials located in the parent corner	--	$627.00
3	1	3	PFE - translation services	--	$286.00
3	1	5		--	$500.00
3	1	6	PFE Materials	--	$1,100.00
3	1	6	PFE, registration and travel expensive	--	$250.00
3	1	6	PFE snacks to encourage parent attendance	--	$464.00
4	1	2	Books, materials, and annual membership	--	$500.00
				Sub-Total	$62,028.00

FANNIN ELEMENTARY SCHOOL
Bryan ISD

2025–2026

A comprehensive needs assessment was conducted with a broad range of stakeholders who examined relevant academic achievement data, such as state assessments, local benchmarks, and classroom performance data. The purpose was to understand our students' most pressing needs and root causes. The data analysis revealed specific areas of focus identified in the Campus Improvement Plan.

This plan is based directly on the CNA, serving as the required second step of our year-long improvement process to improve the total campus instructional program.

The campus implements a coordinated set of evidence-based strategies designed to provide opportunities for all students, including subgroups and those most at risk, to meet or exceed the State's challenging academic standards, strengthen the academic program, increase attendance, strengthen parent involvement, and provide ongoing high-quality professional development to attract, support, and retain highly effective teachers.

- Evidence-based instruction is delivered in all core subjects: reading, math, science, and social studies.
- Leadership teams hold data review meetings every 4–6 weeks to monitor growth and adjust interventions.
- Academic and non-academic strategies are integrated to address student learning and well-being.
- Evidence-based strategies, including social-emotional learning, restorative practices, counseling, and staff training, prevent and address bullying, violence, and unsafe behaviors, with ongoing monitoring of behavioral data to guide interventions.

- Dropout prevention strategies are implemented by identifying at-risk students through attendance, grades, and engagement data and providing mentoring, credit recovery, flexible scheduling, accelerated instruction, and counseling to keep students on track to graduate.

- All instruction aligns with the Texas Essential Knowledge and Skills (TEKS).
- Students access a well-rounded, enriched, and accelerated curriculum that includes fine arts, STEM, and technology integration.
- Small-group instruction, supplemental digital tools, targeted tutoring, and additional learning time support mastery of standards.
- Postsecondary readiness activities prepare students for higher education and workforce opportunities.

- A Multi-Tiered System of Supports (MTSS) framework identifies and monitors at-risk students.
- Tiered instructional strategies, restorative practices, and social-emotional supports address academic and behavioral needs.
- Professional development builds staff capacity in effective instruction, use of data, and recruitment and retention of highly effective teachers and paraprofessionals.
- The campus supports teachers and paraprofessionals in meeting certification or qualification requirements, provides ongoing high-quality professional development, and implements initiatives to recruit, retain, and develop highly effective staff.

- Core instructional minutes are protected within the master schedule.
- Intervention and enrichment blocks are embedded to provide targeted supports and extensions.
- Extended learning opportunities include before- and after-school tutoring, summer programs, and accelerated coursework.
- Accelerated instruction is provided to students who did not meet proficiency on state assessments.
- Coordinated school health activities are implemented and evaluated through fitness checks, grades, attendance, and data on disadvantaged students, while

ensuring that all students participate in the required moderate to vigorous physical activity.

- Students participate in enrichment opportunities such as music, art, robotics, and technology.
- Advanced coursework and acceleration pathways are provided for students demonstrating readiness for higher-level learning.

- At-risk indicators include assessment performance, attendance, behavioral data, and social-emotional concerns.
- Students identified through MTSS receive targeted academic and non-academic interventions.
- Counseling, mentoring, school-based mental health services, and supplemental social worker support are available to assist at-risk students.
- Targeted instruction, prioritized learning time, and supplemental tutoring address the needs of students most at risk of not meeting standards.
- Alternative education programs, dropout recovery initiatives, and flexible scheduling options are available for students in danger of disengaging from school.

- Collaboration with public Pre-K providers, Head Start, and childcare agencies supports early learning transitions into elementary school.
- Structured transition activities with feeder middle and high schools ensure students are prepared academically and socially for the next grade span.

The campus consolidates multiple funding sources to create a comprehensive schoolwide program, maximizing impact and reducing duplication.

These resources include: Title I, Part A; State Compensatory Education (SCE); and Additional federal, state, and local funds.

The effectiveness of the schoolwide program is monitored and evaluated throughout the year to ensure continuous improvement.

- State assessments, local benchmarks, classroom performance, attendance, and perception surveys.
- Progress monitoring cycles and feedback loops ensure strategies and activities are implemented effectively and achieve intended results.
- An annual review determines overall program effectiveness, particularly for students most at risk of not meeting standards, and informs revisions to the Campus Improvement Plan. As required under TEC §29.081, the district evaluates the effectiveness of all SCE-funded programs in reducing disparities in performance and dropout rates, and reports results in a public hearing.

This evaluation process ensures that strategies remain aligned with the CNA and continue to address the needs of all students while driving academic growth and equity.

Bryan Independent School District

Crockett Elementary

Accountability Rating: B

Distinction Designation:
Academic Achievement in Mathematics, Top 25 Percent: Comparative Closing the Gaps, Postsecondary Readiness

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
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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

Summary

In the spring of 2026, the Crockett Elementary CNA Planning Team met on April 20, 2026 and April 23, 2026 to conduct a comprehensive needs assessment of the entire school.

The planning team was made up of the following stakeholders: parents, community members, teachers, special education staff, school counselor, and school administrators.

Areas examined during this process included demographics, student academic achievement, perceptions, and processes and programs.

Data sources analyzed by the committee 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.

As a result of this needs assessment, the following areas of strengths and needs emerged.

Strengths

- Positive School Morale
- Increase in reading/math STAAR performance in 4th grade
- Strong partnerships exist between school and families
- Consistent teaching staff with experience

Needs

- Lower performance on TELPAS domains (Writing/Speaking)
- Slight increase in behavior referrals
- Consistent instructional expectations
- Gap in achievement from 4th to 3rd grade based on STAAR results
- Lower attendance rates for PK/Kindergarten compared to entire campus

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 2026-27 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)

Title I, Element 1

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 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 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 (9.6%) and 308 (70.48%) are Hispanic. These percentages have remained stable over 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 students. We have 57% students in our Bilingual program, 3.89% in our dyslexia program along with 4.58% and 14.65% in our Gifted and Talented and Special Education programs respectively. These percentages have remained stable over the past three years.

There are 35 total teachers at Crockett Elementary. Of that number 8% are African American, 35% are White, and 57% are Hispanic. The average experience of our teachers is 5-10 years which is similar to last year's average.

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	Root Cause
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.	With additional classrooms across many grade levels that will be teaching self-contained there will be more staff that will need targeted support.
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.	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.

★ = Priority

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.

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

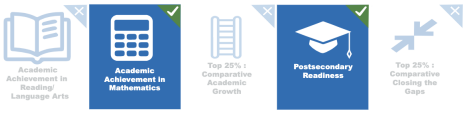
Summary

	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



TEA | Analytics, Assessment, and Reporting | Performance Reporting

Increase in TELPAS scores (earned 4 of 4 points)

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
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.	Lack of focus on aligned interventions and monitoring of student progress of skills through out the school year.
2	Lower performance of EB students compared to other student groups.	Lack of consistent high expectations for all students.

★ = Priority

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.

Strengths

- Decrease in discipline referrals
- Consistent teaching staff with experience

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	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.	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.
2 ★	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.	With additional classrooms across many grade levels that will be teaching self-contained there will be more staff that will need targeted support.
3	Need to provide extended learning experiences to students with real life connections to learning of academic concepts (Science, Social Studies, Math, Reading). Real life experiences to build student background and vocabulary.	Students have limited experiences to connect learning to.

★ = Priority

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%.

Strengths

- Positive School Morale
- Strong partnerships exist between school and families
- National Showcase CKH School Designation

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Some barriers prevent participation for parents to engage with school events.	Limited resources for child care, transportation, language, times of day.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
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.	With additional classrooms across many grade levels that will be teaching self-contained there will be more staff that will need targeted support.
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.	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.
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.	Lack of focus on aligned interventions and monitoring of student progress of skills through out the school year.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] District goals
- [x] Campus goals
- [x] HB3 Reading and math goals for PreK-3
- [x] HB3 CCMR goals
- [x] Performance Objectives with summative review (prior year)
- [x] Campus/District improvement plans (current and prior years)
- [x] Planning and decision making committee(s) meeting data
- [x] State and federal planning requirements

Accountability Data

- [x] Texas Academic Performance Report (TAPR) data
- [x] Student Achievement Domain
- [x] Student Progress Domain
- [x] Closing the Gaps Domain
- [x] Effective Schools Framework data
- [x] Accountability Distinction Designations
- [x] Federal Report Card and accountability data
- [x] Local Accountability Systems (LAS) data

Student Data: Assessments

- [x] State and federally required assessment information
- [x] STAAR current and longitudinal results, including all versions
- [x] STAAR released test questions
- [x] STAAR Emergent Bilingual (EB) progress measure data

- [x] Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- [x] Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- [x] 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
- [x] Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- [x] Student failure and/or retention rates
- [x] Local diagnostic reading assessment data
- [x] Local benchmark or common assessments data
- [x] Observation Survey results
- [x] Texas approved PreK - 2nd grade assessment data
- [x] State-developed online interim assessments
- [x] Grades that measure student performance based on the TEKS

Student Data: Student Groups

- [x] Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- [x] Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- [x] Economically disadvantaged / Non-economically disadvantaged performance and participation data
- [x] Male / Female performance, progress, and participation data
- [x] Special education/non-special education population including discipline, progress and participation data
- [x] Section 504 data
- [x] Homeless data
- [x] Gifted and talented data
- [x] Dyslexia data
- [x] Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- [x] Attendance data

- [x] Discipline records
- [x] Violence and/or violence prevention records
- [x] Student surveys and/or other feedback
- [x] Class size averages by grade and subject
- [x] School safety data
- [x] Enrollment trends

Employee Data

- [x] Professional learning communities (PLC) data
- [x] Staff surveys and/or other feedback
- [x] Teacher/Student Ratio
- [x] State certified and high quality staff data
- [x] Campus leadership data
- [x] Campus department and/or faculty meeting discussions and data
- [x] Professional development needs assessment data
- [x] Evaluation(s) of professional development implementation and impact
- [x] T-TESS data
- [x] T-PESS data

Parent/Community Data

- [x] Parent surveys and/or other feedback
- [x] Parent engagement rate
- [x] Community surveys and/or other feedback

Support Systems and Other Data

- [x] Organizational structure data
- [x] Processes and procedures for teaching and learning, including program implementation

- [x] **Communications data**
- [x] **Budgets/entitlements and expenditures data**

Goals

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 Source: Report Card Grades, EOY student data, STAAR scores, Walk through data, MAP results.

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

Funding Sources: Local Funds - District, , Author visit Title I, A, $2,900

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

Formative Reviews

November	March	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,

Formative Reviews

November	March	June

Strategy 3

Conduct weekly grade level meetings and department meetings to discuss interventions provided, the needs of the students, lesson plan review, MTSS, 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

Funding Sources: Local Funds - Campus,

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	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

Funding Sources: Academic Support Specialists FTE Title I, A,

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

November	March	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

Funding Sources: Tutors-Professional Title I, A, $12,000

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	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 Mastery 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: Tutors-Para Title I, A, $17,747, Tutorial Resources Title I, A, $4,000

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

November	March	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

Funding Sources: Instructional Materials-Summit K-12 Title I, A, $4,800

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	June

Strategy 8

Provide students with learning experiences outside of the classroom that provide students with hand on experiences in the areas of science, language arts, mathematics, and social studies.

Strategy's Expected Result/Impact: Increase in academic areas and increase in TELPAS growth by providing students with real life experiences that connect with the content.

Staff Responsible for Monitoring: Teachers/ICS

Funding Sources: Camp Allen Field Trip Title I, A, $2,935

Title I: 2.5.2

Formative Reviews

November	March	June

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 Source: Exit survey, staff retention data

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,

Formative Reviews

November	March	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

Funding Sources: Local Funds - Campus,

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

November	March	June

Performance Objective 2

Create a working environment at Crockett that is conducive to retaining high quality employees.

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

Formative Reviews

November	March	June

Strategy 2

Continue to utilize Eduphoria --STRIVE/TIL Coaching 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,

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	March	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,

Formative Reviews

November	March	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 RH Coaching Days Title I, A, $7,000, Staff Development Supplies Title I, A,

Formative Reviews

November	March	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,

Title I: 2.5.2, 2.5.3

Formative Reviews

November	March	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,

Formative Reviews

November	March	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,

Formative Reviews

November	March	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,

Formative Reviews

November	March	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

Title I: 2.5.3

Formative Reviews

November	March	June

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 Source: Individual class attendance records, daily reports, DVT

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,

Formative Reviews

November	March	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,

Formative Reviews

November	March	June

Performance Objective 2

Increase parent involvement at all school events.

Evaluation Data Source: Parent surveys, sign in sheets, discipline data, climate and culture

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 Create lending library of academic materials to promote reading and math at home and school.

Staff Responsible for Monitoring: Teachers, principal, PE, AP, Counselor

Funding Sources: Family Night Activities, At home reading/math activities for lending library Title I, A, $2,500

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	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

Formative Reviews

November	March	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

Funding Sources: Materials for PFE meetings Title I, A, $899

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	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,

Formative Reviews

November	March	June

State Compensatory Education

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 Summary

Title I Personnel

Name	Position	Program	FTE
Academic Aide	Academic Support, Instructional Aide		
Aide	Educational Aide		
Instructional Coach (PRF-ICT)	Instructional Coach (PRF-ICT)		
Instructional Coach (PRF-ICT)	Instructional Coach (PRF-ICT)		

Funding Summary

Funding Summary

Local Funds - Campus

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3		--	$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	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		--	$0.00
				Sub-Total	$0.00

Title I, A

Goal	Performance 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
1	1	7	Instructional Materials-Summit K-12	--	$4,800.00
1	1	8	Camp Allen Field Trip	--	$2,935.00
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 Activities, At home reading/math activities for lending library	--	$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	$63,230.00

CROCKETT ELEMENTARY SCHOOL
Bryan ISD

2025–2026

A comprehensive needs assessment was conducted with a broad range of stakeholders who examined relevant academic achievement data, such as state assessments, local benchmarks, and classroom performance data. The purpose was to understand our students' most pressing needs and root causes. The data analysis revealed specific areas of focus identified in the Campus Improvement Plan.

This plan is based directly on the CNA, serving as the required second step of our year-long improvement process to improve the total campus instructional program.

The campus implements a coordinated set of evidence-based strategies designed to provide opportunities for all students, including subgroups and those most at risk, to meet or exceed the State's challenging academic standards, strengthen the academic program, increase attendance, strengthen parent involvement, and provide ongoing high-quality professional development to attract, support, and retain highly effective teachers.

- Evidence-based instruction is delivered in all core subjects: reading, math, science, and social studies.
- Leadership teams hold data review meetings every 4–6 weeks to monitor growth and adjust interventions.
- Academic and non-academic strategies are integrated to address student learning and well-being.
- Evidence-based strategies, including social-emotional learning, restorative practices, counseling, and staff training, prevent and address bullying, violence, and unsafe behaviors, with ongoing monitoring of behavioral data to guide interventions.

- Dropout prevention strategies are implemented by identifying at-risk students through attendance, grades, and engagement data and providing mentoring, credit recovery, flexible scheduling, accelerated instruction, and counseling to keep students on track to graduate.

- All instruction aligns with the Texas Essential Knowledge and Skills (TEKS).
- Students access a well-rounded, enriched, and accelerated curriculum that includes fine arts, STEM, and technology integration.
- Small-group instruction, supplemental digital tools, targeted tutoring, and additional learning time support mastery of standards.
- Postsecondary readiness activities prepare students for higher education and workforce opportunities.

- A Multi-Tiered System of Supports (MTSS) framework identifies and monitors at-risk students.
- Tiered instructional strategies, restorative practices, and social-emotional supports address academic and behavioral needs.
- Professional development builds staff capacity in effective instruction, use of data, and recruitment and retention of highly effective teachers and paraprofessionals.
- The campus supports teachers and paraprofessionals in meeting certification or qualification requirements, provides ongoing high-quality professional development, and implements initiatives to recruit, retain, and develop highly effective staff.

- Core instructional minutes are protected within the master schedule.
- Intervention and enrichment blocks are embedded to provide targeted supports and extensions.
- Extended learning opportunities include before- and after-school tutoring, summer programs, and accelerated coursework.
- Accelerated instruction is provided to students who did not meet proficiency on state assessments.
- Coordinated school health activities are implemented and evaluated through fitness checks, grades, attendance, and data on disadvantaged students, while

ensuring that all students participate in the required moderate to vigorous physical activity.

- Students participate in enrichment opportunities such as music, art, robotics, and technology.
- Advanced coursework and acceleration pathways are provided for students demonstrating readiness for higher-level learning.

- At-risk indicators include assessment performance, attendance, behavioral data, and social-emotional concerns.
- Students identified through MTSS receive targeted academic and non-academic interventions.
- Counseling, mentoring, school-based mental health services, and supplemental social worker support are available to assist at-risk students.
- Targeted instruction, prioritized learning time, and supplemental tutoring address the needs of students most at risk of not meeting standards.
- Alternative education programs, dropout recovery initiatives, and flexible scheduling options are available for students in danger of disengaging from school.

- Collaboration with public Pre-K providers, Head Start, and childcare agencies supports early learning transitions into elementary school.
- Structured transition activities with feeder middle and high schools ensure students are prepared academically and socially for the next grade span.

The campus consolidates multiple funding sources to create a comprehensive schoolwide program, maximizing impact and reducing duplication.

These resources include: Title I, Part A; State Compensatory Education (SCE); and Additional federal, state, and local funds.

The effectiveness of the schoolwide program is monitored and evaluated throughout the year to ensure continuous improvement.

- State assessments, local benchmarks, classroom performance, attendance, and perception surveys.
- Progress monitoring cycles and feedback loops ensure strategies and activities are implemented effectively and achieve intended results.
- An annual review determines overall program effectiveness, particularly for students most at risk of not meeting standards, and informs revisions to the Campus Improvement Plan. As required under TEC §29.081, the district evaluates the effectiveness of all SCE-funded programs in reducing disparities in performance and dropout rates, and reports results in a public hearing.

This evaluation process ensures that strategies remain aligned with the CNA and continue to address the needs of all students while driving academic growth and equity.

Bryan Independent School District

Branch Elementary School

Accountability Rating: B

Distinction Designation:
Top 25 Percent: Comparative Academic Growth

2026-2027 Campus Improvement Plan

855

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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

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 May 6, 2026, and May 27, 2026, to review a variety of campus data, including academic performance, attendance, behavior, and demographic trends. This collaborative analysis informed the development of the 2026–2027 Campus Improvement Plan, ensuring that our goals and strategies are aligned with the unique needs of our campus community.

Identified Strengths:

- *Veteran teaching staff, with nearly half of teachers having more than six years of experience*
- *Strong academic performance in mathematics, indicating effective instructional practice*
- *Improved academic performance in reading, indicating increasingly 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 94.9%, impacting student learning and engagement*
- *Disproportionate discipline referrals involving African American students, indicating a need for equity-focused behavioral supports*
- *With improved reading performance, students are entering the next grade level stronger readers and lack rigorous instruction to support the depth and complexity of state level assessments.*
- *Over-reliance on Special Education referrals and strained intervention systems due to a high density of diverse student needs, indicating that historical Tier 1 core instruction lacks systemic differentiation, language scaffolding, and early intervention.*

Due to needs assessment findings, improvement in reading, writing, numeracy and emphasis on a continued 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 & writing performance and lowered student discipline to continue to grow and improve as a campus for the 2026-27 school year.

Title I, Element 1

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:

-Hispanic 48.46%

-AA 28.95%

-White 15.13%

We are committed to supporting students facing additional challenges, with 66.67% of our students identified as At-Risk and 74.34% 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.

Strengths

Instructional Continuity & Mentorship Potential: Having nearly half of our staff (14-15 teachers) with 6+ years of experience provides a strong foundation of institutional knowledge, classroom management stability, and potential peer coaches.

Talent Identification Momentum (GT Growth): Tripling our GT population (from 8 to 25) shows that the campus is successfully improving its identification practices and finding academic potential that was previously untapped.

Linguistic Program Alignment: Our Bilingual program participation rate (20.18%) closely mirrors our total Emergent Bilingual population (21.05%). This tight alignment indicates that our systems for properly identifying and placing EB students into appropriate language support programs are working efficiently.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Two-thirds (66.67%) of the student population is identified as At-Risk, 21.05% are Emergent Bilinguals, and nearly 20% are enrolled in Special Education. This high density of diverse student needs indicates that historical Tier 1 core instruction lacks systemic differentiation, language scaffolding, and early intervention, creating an over-reliance on Special Education referrals and strained inter	The campus instructional infrastructure lacks a robust, standardized Multi-Tiered System of Supports (MTSS) framework and intentional professional development, leaving teachers under-supported in delivering high-yield, differentiated Tier 1 core instruction.
2	There is a critical demographic misalignment between a student body that is 84.87% non-White (primarily Hispanic and African American) and a faculty that is 59% White, which creates potential barriers to culturally responsive instruction, student-teacher relationships, and authentic family engagement.	While initial training has been introduced, the campus lacks a system for ongoing, job-embedded support and actionable strategies to effectively support teachers in building culturally responsive, proactive environments.

★ = Priority

Student Learning

Summary

For 2025, 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 2026 data also indicates continued growth in 3rd grade reading and in 3rd grade math, with a decline in our growth from 3rd to 4th grade reading. A significant number of students, 92 between 3rd and 4th combined scored a 0 on the written response portion of the assessment. Reading continues to be identified as a priority area for improvement, with added emphasis on writing.

The CNA also revealed an achievement gap for African American students, who are underperforming in almost 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.

Strengths

- **Overall Math Mastery:** Math is a clear systemic strength across the entire campus. Both STAAR and NWEA MAP data reflect that students are mastering mathematical concepts effectively.
- **Early Literacy Momentum (K–3):** Kindergarten MAP data shows explosive growth. Reading growth jumped from the 51st to the 62nd percentile, and achievement scaled from the 33rd to the 49th percentile. Consistent reading growth is tracking across Grades K, 2, and 3.
- **Bilingual Program Excellence:** 3rd and 4th-grade Bilingual (BIL) students are a powerhouse, consistently performing at a high rate in both Math and Reading.
- **Upward Accountability Trends:** Preliminary 2026 STAAR data reveals steady long-term growth. The overall Domain I score climbed from a 72 in 2024 to a 77 in 2026. This is anchored by a massive multi-year surge in reading achievement, rising from a 69 in 2024 to a 76 in 2026.
- **Subgroup Growth Potential:** While achievement gaps exist, the African American student subgroup

outperformed all other student populations in 4th-grade math growth, demonstrating a high capacity for academic gains when instructional conditions are optimal.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	In 4th grade, monolingual reading growth has declined, and 92 upper-elementary students (3rd & 4th) scored a zero on the STAAR Extended Constructed Response (ECR), because daily Tier 1 tasks in both literacy and numeracy lack the depth, complexity, and mental stamina required for advanced application and open-ended problem solving.	The campus lacks an aligned, cross-curricular framework for "academic stamina." Daily instruction treats literacy (writing justifications) and numeracy (solving multi-step problems) as isolated skills, rather than recognizing that a lack of automaticity in foundational tracking skills prevents students from tackling complex, deep tasks.
2 ★	The African American student population performs significantly lower than other subgroups across all tested content areas because of inconsistent Tier 1 differentiation, a lack of culturally responsive engagement strategies, and a foundational gap in math fact fluency and reading automaticity that creates a cognitive bottleneck during high-stakes assessments.	Tier 1 differentiation and PLC data tracking have focused on re-teaching an entire objective rather than diagnosing and aggressively intervening on targeted foundational challenges.

★ = Priority

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 February, 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, and 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	22.9%
ESL/EB	1%/19.9%
Economically Disadvantaged	74.34%
Gifted & Talented	5.48%
Dyslexia	5.48%
Section 504	1.97%
Migrant	.44%
Homeless	1.75%

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. This security guard 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 5th 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.

Strengths

- The addition of extracurricular opportunities 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	Root Cause
1 ★	Although overall attendance at Branch Elementary has improved from 94.61% to 94.92%, chronic absenteeism remains a persistent issue, particularly among Pre-K and Kindergarten students.	Campus-wide attendance initiatives have focused more on compliance and reporting than on early intervention, parent education, and wraparound support services.

★ = Priority

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, and 48% of 3rd and 4th grade students feel that people get along well with others on campus. The survey data indicates as well that 89% of students feel safe at school and 99% feel their teachers care about them. This year we recognized student positive behavior on the announcements through yellow notes and sharing good things. We have expanded our opportunities for students to get involved at school, including; Robotics, Science Club, Chess Club, Musical Club, Garden Club and Dance Club. As well we implemented a social skills curriculum to teach our guidelines for success, BEARS (Be Kind, Engaged, Accountable, Ready to Learn, and Safe).

Staff Engagement:

During the 2025-2026 school year we had consistency with administration and teachers, with only 2 new teaching staff members. The survey data from the school year indicated shifts in culture and climate with more staff members feeling supported by campus administration. We maintained involvement of staff input in decision making for the campus through grade level team leadership and membership on our campus foundations, DEN team.

Parent Engagement:

During the 2025-2026 school year we had consistency with administration and teachers, with only 2 new teaching staff members. The survey data from the school year, as with staff, indicated overall increased satisfaction with the school by parents with 90% of those who responded to the survey marking that overall the school is a friendly place. Another area to highlight is that 95% of parents who responded are pleased with the education their child is receiving at school and indicated increased positive communication about their child from the school.

As a campus we continued our implementation of a consistent means of communication with parents through Class Dojo this year. We are looking at how we will maintain this consistent communication with the shift of Class Dojo to Parent Square in the coming school year.

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 time of events when participating in our campus events.

Strengths

- **High Attendance & Satisfaction:** Moving family engagement events to the evenings paid off with higher attendance rates. Additionally, 90% of parents feel the school is a friendly place, and overall parent perception data from the 25-26 school year shows a distinct increase in satisfaction compared to the previous year.

- **Effective Communication Channels:** Our multi-channel approach (teacher newsletters, Class Dojo, Parent Square, and save-the-dates) completely eliminated communication barriers. In fact, 0 respondents on the survey cited communication as a factor that negatively impacted their attendance.
- **Perceptions of Safety:** A strong majority of our students (84%) report feeling safe at school. Inferences attribute this directly to the implementation of social skills lessons, which have grown students' social and emotional abilities.
- **Administrative Familiarity**: Survey data shows that when families and students are familiar with the campus administration and staff, overall satisfaction increases.
- **Declining Discipline Volume:** There is a documented decrease in overall discipline referrals from the previous school year. Teachers are actively beginning to utilize Tier 1 behavior supports, such as the Safe & Civil Schools Early Stage Interventions.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Classroom settings are the primary location for discipline referrals.	Some teachers may need more support in planning and implementing proactive classroom management systems, including clear behavior expectations, consistent consequences, and relationship-building strategies.
2 ★	While overall campus discipline has decreased, a gap in Tier 1 behavioral outcomes persists: students struggle to apply emotional regulation and conflict de-escalation skills during moments of frustration. This is evidenced by 46 referrals for hitting and dangerous conduct primarily in classrooms and on buses, directly contributing to 30% of parents feeling that bullying is not handled effectively	While the initial implementation of social skills lessons successfully built baseline student awareness, the instruction has not yet transitioned into active, scenario-based practice.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Two-thirds (66.67%) of the student population is identified as At-Risk, 21.05% are Emergent Bilinguals, and nearly 20% are enrolled in Special Education. This high density of diverse student needs indicates that historical Tier 1 core instruction lacks systemic differentiation, language scaffolding, and early intervention, creating an over-reliance on Special Education referrals and strained inter	The campus instructional infrastructure lacks a robust, standardized Multi-Tiered System of Supports (MTSS) framework and intentional professional development, leaving teachers under-supported in delivering high-yield, differentiated Tier 1 core instruction.
2 ★	In 4th grade, monolingual reading growth has declined, and 92 upper-elementary students (3rd & 4th) scored a zero on the STAAR Extended Constructed Response (ECR), because daily Tier 1 tasks in both literacy and numeracy lack the depth, complexity, and mental stamina required for advanced application and open-ended problem solving.	The campus lacks an aligned, cross-curricular framework for "academic stamina." Daily instruction treats literacy (writing justifications) and numeracy (solving multi-step problems) as isolated skills, rather than recognizing that a lack of automaticity in foundational tracking skills prevents students from tackling complex, deep tasks.
3 ★	The African American student population performs significantly lower than other subgroups across all tested content areas because of inconsistent Tier 1 differentiation, a lack of culturally responsive engagement strategies, and a foundational gap in math fact fluency and reading automaticity that creates a cognitive bottleneck during high-stakes assessments.	Tier 1 differentiation and PLC data tracking have focused on re-teaching an entire objective rather than diagnosing and aggressively intervening on targeted foundational challenges.
4 ★	While overall campus discipline has decreased, a gap in Tier 1 behavioral outcomes persists: students struggle to apply emotional regulation and conflict de-escalation skills during moments of frustration. This is evidenced by 46 referrals for hitting and dangerous conduct primarily in classrooms and on buses, directly contributing to 30% of parents feeling that bullying is not handled effectively	While the initial implementation of social skills lessons successfully built baseline student awareness, the instruction has not yet transitioned into active, scenario-based practice.
5 ★	Although overall attendance at Branch Elementary has improved from 94.61% to 94.92%, chronic absenteeism remains a persistent issue, particularly among Pre-K and Kindergarten students.	Campus-wide attendance initiatives have focused more on compliance and reporting than on early intervention, parent education, and wraparound support services.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] District goals
- [x] Campus goals
- [x] HB3 Reading and math goals for PreK-3
- [x] Performance Objectives with summative review (prior year)
- [x] Campus/District improvement plans (current and prior years)
- [x] Planning and decision making committee(s) meeting data
- [x] State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- [x] State and federally required assessment information
- [x] STAAR current and longitudinal results, including all versions
- [x] STAAR Emergent Bilingual (EB) progress measure data
- [x] Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- [x] Student failure and/or retention rates
- [x] Local diagnostic reading assessment data

- [x] Local benchmark or common assessments data
- [x] Texas approved PreK - 2nd grade assessment data
- [x] Other PreK - 2nd grade assessment data
- [x] Intervention data

Student Data: Student Groups

- [x] Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- [x] Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- [x] Economically disadvantaged / Non-economically disadvantaged performance and participation data
- [x] Male / Female performance, progress, and participation data
- [x] Special education/non-special education population including discipline, progress and participation data
- [x] Migrant/non-migrant population including performance, progress, discipline, attendance and mobility/ stability
- [x] At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/ stability
- [x] Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/ stability
- [x] Section 504 data
- [x] Homeless data
- [x] Gifted and talented data
- [x] Dyslexia data
- [x] Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- [x] Attendance data
- [x] Mobility/stability rate, including longitudinal data
- [x] Discipline records
- [x] Student surveys and/or other feedback
- [x] Class size averages by grade and subject

- [x] School safety data
- [x] Enrollment trends
- [x] Mobility/stability rate, including longitudinal data
- [x] Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)
- [x] School Behavioral Threat Assessment Data (Senate Bill 11)

Employee Data

- [x] Professional learning communities (PLC) data
- [x] Staff surveys and/or other feedback
- [x] Teacher/Student Ratio
- [x] State certified and high quality staff data
- [x] Campus leadership data
- [x] Campus department and/or faculty meeting discussions and data
- [x] Professional development needs assessment data
- [x] Evaluation(s) of professional development implementation and impact
- [x] Equity data
- [x] T-TESS data
- [x] T-PESS data
- [x] Staff mobility/stability
- [x] Support structures: mentors
- [x] Teacher recruitment/retention rates and other data
- [x] Classroom and school walkthrough data

Parent/Community Data

- [x] Parent surveys and/or other feedback
- [x] Parent engagement rate
- [x] Community surveys and/or other feedback

- [x] **Parent and community partnership data**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Capacity and resources data**
- [x] **Budgets/entitlements and expenditures data**
- [x] **Study of best practices and high yield strategies**
- [x] **Horizontal and vertical team alignments processes**
- [x] **Technology and resource allocation data**
- [x] **Enrichment course/materials**
- [x] **Scope and Sequence; Pacing Guides; and Other Focus Documents**

Goals

Goal 1

By May 2027, the percentage of students requiring intensive academic interventions (At-Risk) will decrease from 66.67% to 55%, and new Special Education referrals will decrease by 15%, as a result of school-wide implementation of scaffolded, differentiated Tier 1 core instruction.

Performance Objective 1

By May 2027, 100% of General Education teachers will consistently demonstrate the use of documented scaffolded and differentiated strategies during Tier 1 core instruction, as measured by bi-weekly walkthrough data and lesson plans.

Evaluation Data Source: PLC agendas/minutes, lesson plans, administrative walkthrough data

Strategy 1

Provide targeted professional development at the start of the school year on high-yield scaffolding strategies (e.g., sentence frames, gradual release, visuals) and differentiation frameworks.

Strategy's Expected Result/Impact: Improved Tier 1 instruction.

Staff Responsible for Monitoring: Principal

Formative Reviews

November	March	June

Strategy 2

Structure Professional Learning Communities (PLCs) to require weekly collaborative lesson planning that explicitly embeds Tier 1 scaffolds into the core curriculum documents.

Strategy's Expected Result/Impact: Improved Tier 1 instruction and support for struggling learners.

Staff Responsible for Monitoring: Principal, AP, ICs

Formative Reviews

November	March	June

Strategy 3

Create a standardized lesson plan template, delineate lesson development to assigned content area experts, and structure PLC to drive lesson internalization to develop strong tier 1 instructional practices.

Strategy's Expected Result/Impact: Improved Tier 1 instruction.

Staff Responsible for Monitoring: Principal, AP, ICs.

Formative Reviews

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Strategy 4

Provide immediate, actionable feedback to teachers via the campus walkthrough platform, and use aggregate data to plan campus-wide booster professional development sessions as needed.

Strategy's Expected Result/Impact: Improvement in teacher practices.

Staff Responsible for Monitoring: Principal, AP, ICs

Formative Reviews

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Performance Objective 2

By May 2027, the total number of students being referred to MTSS for academic deficits will decrease by 10% compared to the February 2026 baseline, indicating stronger Tier 1 containment.

Evaluation Data Source: MTSS Referral Data, MTSS Meeting Logs, End-of-year Special Education referral count compared against the 2025-2026 baseline data.

Strategy 1

Revise the campus MTSS referral process to require explicit, data-backed evidence of Tier 1 differentiated instruction and its outcomes before a student can be cleared for tier-level interventions or Special Education referral.

Strategy's Expected Result/Impact: Streamlined and thorough process for MTSS campus based referrals for special education evaluations.

Staff Responsible for Monitoring: Principal, AP

Formative Reviews

November	March	June

Strategy 2

Conduct monthly data-review MTSS meetings with grade-level teams to analyze universal screener data and other means of assessment data, ensuring students who are falling behind are immediately targeted with in-class scaffolds rather than being referred for testing.

Strategy's Expected Result/Impact: Awareness of student strengths/weaknesses to target instruction.

Staff Responsible for Monitoring: Principal, AP

Formative Reviews

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Strategy 3

Instructional technology applications will be purchased to support targeted interventions to support reading, math, and second language acquisition. (Pebble Go & SummitK12)

Strategy's Expected Result/Impact: Access to materials to support targeted instruction.

Staff Responsible for Monitoring: Principal, AP, ICs

Funding Sources: Pebble Go Title I, A, $1,800, SummitK12 Title I, A, $845

Title I: 2.5.1, 2.5.2

Formative Reviews

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Goal 2

By May 2027, the percentage of 3rd and 4th-grade students scoring a 0 on the STAAR Extended Constructed Response (ECR) will decrease by 50% (3rd Grade: 40 to 20 or fewer; 4th Grade: 52 to 26 or fewer), and 4th-grade monolingual student reading growth will meet or exceed the state growth target.

Performance Objective 1

By October 2026, 100% of 3rd and 4th-grade ELAR lesson plans will demonstrate an integrated literacy framework where reading analysis and written response occur within the same instructional block, moving away from isolated "writing-only" periods.

Evaluation Data Source: Lesson plans, walkthroughs

Strategy 1

Replace generic, low-level reading comprehension worksheets with daily, text-dependent short written responses. Students must defend every written answer by directly quoting or paraphrasing the text they just read.

Strategy's Expected Result/Impact: Increased comprehension of text and exposure to writing demands.

Staff Responsible for Monitoring: Principal, AP, ICs

Funding Sources: Storyworks Title I, A, $500, RLA Mastery - SummitK12 Title I, A, $2,444

Title I: 2.5.3

Formative Reviews

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Strategy 2

Embed explicit academic vocabulary instruction (specifically targeting words used in STAAR prompts like analyze, characterize, illustrate, convey) into daily reading paths so students completely decode what the prompt is asking them to do.

Strategy's Expected Result/Impact: Increased academic vocabulary for students.

Staff Responsible for Monitoring: Principal, AP, ICs

Formative Reviews

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Strategy 3

Design small-group, tier-level reading pathways for 4th-grade monolingual students that utilize interactive writing (co-constructing text with the teacher) to unpack complex informational or literary passages.

Strategy's Expected Result/Impact: Increased stamina with writing demands for students.

Staff Responsible for Monitoring: Principal, AP, ICs.

Formative Reviews

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Performance Objective 2

By May 2027, 4th-grade monolingual students who demonstrated projected growth on their spring Benchmark will also show a corresponding decrease in 0-point scores on the STAAR ECR.

Evaluation Data Source: Benchmark data, DBA data, STAAR data

Strategy 1

Utilize mentor texts during reading instruction to analyze author's craft, then have students practice "sentence combining" and "sentence imitation" exercises to build their own stamina with writing demands.

Strategy's Expected Result/Impact: Increased student performance on writing demands.

Staff Responsible for Monitoring: Principal, AP, ICs

Title I: 2.5.3

Formative Reviews

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Strategy 2

Train teachers to implement reading strategies during Tier 1 instruction, where students highlight

during reading to isolate central ideas (Thesis) and supporting details (Text Evidence) prior to any drafting.

Strategy's Expected Result/Impact: Increased student comprehension of texts.

Staff Responsible for Monitoring: Principal, AP, ICs.

Formative Reviews

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Strategy 3

Use explicit instruction to teach students how the structural organization of what they read (e.g., cause/effect, compare/contrast) mirrors the structural organization of what they must write in their ECR.

Strategy's Expected Result/Impact: Increased student awareness of the demand of ECR writing.

Staff Responsible for Monitoring: Principal, AP, ICs

Formative Reviews

November	March	June

Goal 3

By May 2027, Branch Elementary will increase academic achievement in literacy and math by at least 10% on STAAR and MAP assessments for student sub-populations identified as performing below grade-level expectations, closing the achievement gap through the systematic implementation of Data-Driven Instruction (DDI) cycles.

Performance Objective 1

By May 2027, campus leadership and PLCs will utilize MAP, DBA, Benchmark, & STAAR data to explicitly define and tier specific student sub-populations (e.g., historical underperformers, bubble students, urgent intervention groups) for targeted literacy and math tracking and monitoring.

Evaluation Data Source: MAP, STAAR, DBAs, Benchmark

Strategy 1

Create a standardized "Student Tiering Matrix" at the start of the school year that clearly defines your target subgroups based on overlapping data points (e.g., MAP percentiles, District Benchmark assessments, and previous STAAR performance).

Strategy's Expected Result/Impact: Awareness of student data points.

Staff Responsible for Monitoring: Principal

Formative Reviews

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Strategy 2

Create a centralized data tracking system and color-code students by tier and sub-population so that administrators, interventionists, and classroom teachers have instant visibility into which students are stagnant, regressing, or moving up tiers over time.

Strategy's Expected Result/Impact: Increased awareness of student performance & gaps.

Staff Responsible for Monitoring: Principal, AP, & ICs

Formative Reviews

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Strategy 3

Schedule on-going and purposeful PLC data meetings following a DBAs/Concept Checks/ Concept Quizzes, where teachers disaggregate results to instantly identify which specific students missed the standard and exactly which skills tripped them up.

Strategy's Expected Result/Impact: Increased awareness of instructional gaps in students.

Staff Responsible for Monitoring: Principal & AP

Formative Reviews

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Performance Objective 2

Throughout the 2026-2027 school year, 100% of grade-level teams will execute a complete Data-Driven Instruction cycle based on common formative assessments in reading and math.

Evaluation Data Source: PLC Meetings, Assessment Data (Formative & Summative)

Strategy 1

Prior to teaching a unit, grade-level PLCs must unpack the Texas Essential Knowledge and Skills (TEKS) standards to establish exactly what students need to know and what they must do to show mastery.

Strategy's Expected Result/Impact: Teacher knowledge of TEK.

Staff Responsible for Monitoring: Principal, AP, & ICs

Formative Reviews

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Strategy 2

Campus administrators and instructional coaches will attend grade-level DDI PLC meetings on a rotating basis to facilitate, calibrate expectations, and ensure teams focus on actionable instructional changes rather than just listing scores.

Strategy's Expected Result/Impact: Increased awareness and monitoring of DDI planning.

Staff Responsible for Monitoring: Principal, AP, & ICs.

Formative Reviews

November	March	June

Strategy 3

During PLC data meetings, teachers will write a concrete Re-Teach Action Plan. This plan must explicitly state when the re-teach will happen, which instructional strategy will be changed (since repeating the original lesson won't work), and how students will show they now understand.

Strategy's Expected Result/Impact: Closing gaps for students through re-teach of missed concepts.

Staff Responsible for Monitoring: Principal, AP, & ICs

Formative Reviews

November	March	June

Strategy 4

Conduct weekly walkthroughs during scheduled re-teach times to verify that the Action Plans developed in PLCs are actively being delivered in classrooms with the targeted student groups.

Strategy's Expected Result/Impact: Closing gaps for students through re-teach of missed concepts.

Staff Responsible for Monitoring: Principal, AP, & ICs

Formative Reviews

November	March	June

Performance Objective 3

By May 2027, at least 65% of the students identified in the targeted sub-populations will meet or exceed their individualized conditional growth percentiles in both reading and math on MAP and growth goals for STAAR in grades 3 & 4.

Evaluation Data Source: Completed student data folders/goal sheets, intervention group roster, progress monitoring data charts, MAP and STAAR data.

Strategy 1

Provide students in K-4 with visual, student-friendly data folders where they chart their own progress on weekly reading short-answers, math fact fluency, and unit assessments, shifting

them from passive learners to active owners of their growth.

Strategy's Expected Result/Impact: Instilling growth mindset and the importance of goal setting.

Staff Responsible for Monitoring: Principal, AP, & ICs

Formative Reviews

November	March	June

Strategy 2

Ensure intervention materials are directly aligned to the specific skill deficits, utilize and train tutors in accessing materials to target student growth.

Strategy's Expected Result/Impact: Targeted instruction to close gaps.

Staff Responsible for Monitoring: Principal, AP, & ICs.

Funding Sources: Tutors Title I, A, $17,405

Formative Reviews

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Strategy 3

Implement opportunities to build stamina once per grading period, gradually extending the time students spend actively engaged in complex reading passages or multi-step math problems to eliminate the late-test fatigue that frequently suppresses growth scores for struggling sub-populations.

Strategy's Expected Result/Impact: Increased stamina and improved performance on assessments.

Staff Responsible for Monitoring: Principal, AP, & ICs.

Formative Reviews

November	March	June

Goal 4

By May 2027, Branch Elementary will improve Tier 1 behavioral outcomes and self-regulation by shifting social skills instruction from conceptual introduction to scenario-based practice, resulting in a 25% reduction in referrals for hitting and dangerous conduct (from 46 to 34 or fewer), and a decrease in parent dissatisfaction regarding bullying from 30% to 15% or less on the end-of-year parent survey.

Performance Objective 1

By May 2027, 100% of classroom teachers will allocate at least 15 minutes every other week following morning announcements to deliver scenario-based, role-play behavioral practice, as verified by lesson plans and campus leadership walkthroughs.

Strategy 1

Audit and adapt the existing campus Bear Necessities curriculum to ensure that every bi-weekly lesson shifts quickly from a teacher-led lecture into a hands-on, student-led "behavioral rehearsal" or role-play scenario (e.g., instead of just defining "personal space," students act out how to join a crowded lunch table).

Strategy's Expected Result/Impact: Student application of SEL skills.

Staff Responsible for Monitoring: Principal, AP, & Counselor

Formative Reviews

November	March	June

Strategy 2

Embed explicit, standardized role-play scripts and conflict prompts directly into the Bear Necessities pacing guide so teachers have zero-prep, high-impact scenarios ready to launch immediately following morning announcements.

Strategy's Expected Result/Impact: Student application of SEL skills

Staff Responsible for Monitoring: Principal, AP, & Counselor

Formative Reviews

November	March	June

Strategy 3

Schedule the campus Educational Aide to push into targeted, high-need classrooms specifically during this bi-weekly 15-minute Bear Necessities block to provide real-time behavioral coaching.

Strategy's Expected Result/Impact: Support to students and teachers with SEL skill implementation.

Staff Responsible for Monitoring: Principal & AP

Funding Sources: Educational Aide Title I, A, $15,850

Formative Reviews

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Strategy 4

Develop an administrative walkthrough checklist specifically for the Bear Necessities block that looks for: high student engagement in role-play, active use of the Bear Necessities vocabulary, and the educational aide actively supporting targeted students.

Strategy's Expected Result/Impact: Fidelity of implementation.

Staff Responsible for Monitoring: Principal, AP, & Counselor

Formative Reviews

November	March	June

Strategy 5

Provide monthly campus-wide data updates during staff meetings or through newsletters to staff showing the direct correlation between the execution of the Bear Necessities role-play blocks and the reduction in office discipline referrals.

Strategy's Expected Result/Impact: Support for implementation of SEL lessons.

Staff Responsible for Monitoring: Principal & AP

Formative Reviews

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Goal 5

By May 2027, 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 Source: Skyward Attendance Data, Newsletters in Parent Square

Strategy 1

Launch the campaign at the very start of the year using parent-friendly infographics that bust the myth that early childhood grades don't matter. Explicitly connect daily attendance to early literacy and reading on grade level by 3rd grade.

Strategy's Expected Result/Impact: Increased parent awareness of importance of student attendance
Increased communication between teacher & parent

Staff Responsible for Monitoring: Principal & AP

Formative Reviews

November	March	June

Strategy 2

Utilize multiple communication channels weekly (e.g., school newsletters, Parent Square) to share bite-sized attendance tips, such as establishing healthy bedtime routines and creating back-up morning transportation plans.

Strategy's Expected Result/Impact: Increased parent awareness of importance of student attendance
Increased communication between teacher & parent

Staff Responsible for Monitoring: Principal & AP

Formative Reviews

November	March	June

Performance Objective 2

Implement an early warning system to identify and support students at risk of chronic absenteeism in PreK and Kindergarten.

Evaluation Data Source: Skyward Attendance Data, MTSS Meeting Logs, Branching Minds Data

Strategy 1

Establish an automated "We Missed You!" communication protocol where the classroom teacher sends a warm, personalized message via Parent Square or a quick phone call by 10:00 AM on the very first day a student is absent, emphasizing that their presence was missed.

Strategy's Expected Result/Impact: Increased communication between teacher and parent. Increased attendance.

Staff Responsible for Monitoring: Principal & AP

Formative Reviews

November	March	June

Strategy 2

Design a multi-tiered administrative alert system for chronic absenteeism:

3 Absences: Teacher phone call to problem-solve barriers.

5 Absences: Administrative letter home detailing lost instructional time.

8+ Absences: Mandatory parent meeting with the counselor/administration to sign an Attendance Improvement Plan.

Strategy's Expected Result/Impact: Increased awareness of student attendance.

Staff Responsible for Monitoring: Principal & AP

Formative Reviews

November	March	June

Performance Objective 3

Provide opportunities to foster positive relationships between parents, community, students, staff, and schools to promote a shared partnership in student achievement.

Evaluation Data Source: Survey Data, Parent Square

Strategy 1

Host an interactive "Attendance & Literacy Academy" during Back-to-School night, where parents receive free books and resources, pairing the message of academic success directly with the expectation of regular attendance.

Strategy's Expected Result/Impact: Increased awareness of importance of attendance.

Staff Responsible for Monitoring: Principal, AP, & Counselor

Formative Reviews

November	March	June

Strategy 2

Provide opportunities to involve families in literacy, math, science, and technology through academic nights with resources available to support families.

Strategy's Expected Result/Impact: Increased partnership between the school and parents.

Staff Responsible for Monitoring: Principal, AP, & Counselor

Funding Sources: Parent Involvement, Resources Title I, A, $2,201, Parent Involvement, SMART snacks Title I, A, $1,000

Formative Reviews

November	March	June

Title I Summary

Title I Personnel

Name	Position	Program	FTE
Aide	Educational Aide		
Instructional Coach (PRF-ICT)	Instructional Coach (PRF-ICT)		

Funding Summary

Funding Summary

Title I, A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Pebble Go	--	$1,800.00
1	2	3	SummitK12	--	$845.00
2	1	1	Storyworks	--	$500.00
2	1	1	RLA Mastery - SummitK12	--	$2,444.00
3	3	2	Tutors	--	$17,405.00
4	1	3	Educational Aide	--	$15,850.00
5	3	2	Parent Involvement, Resources	--	$2,201.00
5	3	2	Parent Involvement, SMART snacks	--	$1,000.00
				Sub-Total	$42,045.00

Bryan Independent School District

Arthur L. Davila Middle School

Accountability Rating: C

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
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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

Summary

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 wasreviewed. 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 hasdropped 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 to53.5%. After much thought and consideration, with no new STAAR results, it was determined by the CNAcommittee that the majority of the findings are the same as they were last year during this process. The CIP wasdeveloped to meet the needs of all students, with a focus on those students identified as at-risk of failing stateassessments. Scholars identified as GT fell from 13.73% to 5.7%. Our staff population decreased to 82 certifiedstaff 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 contentareas to have a planning/PLC period during the school day. Professional development needs of the campus arecontinually assessed while the focus is always to meet the findings of the previous year's CNA. An effort wasmade to ensure that administrators kept PLC/Planning time as a focus for the teachers. and school activities didnot affect the schedule. This includes, however, is not limited not pulling teachers from planning for classcoverage, ARD committee meetings, or 504 meetings. Campus data also reflects that 67% of our teaching staffcontinues 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 areasfrom "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 alsoindicated 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 thefollowing two sub-populations in tested areas: ELL and African American. It was further stated that the majority offocus 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 ofthese sub-populations will show marked improvement through a continued focus on first-time instruction as wellas student ownership of individual academic growth. This past school year we successfully increasedArthur L. Davila Middle School Campus #021902047Generated by Plan4Learning.com, September 16, 2026 at 02:52 PM Page 5 of 43 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. Inan effort to continue to support these efforts we will continue the purchase of additional technology to support allscholars in face-to-face and the online-at-home learning format (Newline 75" Display with HD Camera and NewTango HD camera). 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Purchase of eHallPass for 1050 licenses. E-Hallpass makessecurity more manageable and more efficient. The passes are tracked in real time, so the school wouldinstantly know who is out of class and their location if an emergency were to happen. E-Hallpass also allowsadministrators to restrict certain students from being out of class simultaneously. Davila will purchase 15additional ipads to be used instructionally with Doceri---Doceri is the professional iPad interactive whiteboard andscreencast recorder with sophisticated tools for hand-drawn graphics and built-in remote desktop control. Thecost is $7,060 from Title One budget. April Family Fun Game Night where parents are given strategies to helpsupport their child in all academic areas including social . Snacks will be provided along with manipulatives andsupplies to assist parents at home. $3,500 from Title One Parent Engagement. 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Demographics

Summary

Campus Demographics for 2024-2025

Grade 07

Grade 08

African American

American Indian

Asian American

Hispanic

Multi-Racial

White

At-Risk

LEP

Economically Disadvantaged

SPED

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Student Learning

Summary

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		**73**	**C**	
Student Achievement		**64**	**D**	**0%**
STAAR Performance	34	64		
College, Career and Military Readiness				
Graduation Rate				
School Progress		**72**	**C**	**70%**
Academic Growth	62	72	C	✓
Relative Performance (Eco Dis: 82.5%)		72	C	
Closing the Gaps	**44**	**74**	**C**	**30%**

STAAR Performance	Reading/Language Arts (RLA)	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	943	940	451	448	2,782	
Approaches GL or Above	636	559	281	134	1,610	58%
Meets GL or Above	363	353	164	45	925	33%
Masters GL	145	124	53	14	336	12%
Total Percentage Points						103%
Component Score						**34**

Data Table: Accountability Groups

Accountability Groups	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^
All Subjects									
Percent of Tests									
At Approaches GL Standard or Above	58%	51%	56%	75%	-	*	-	63%	55%
At Meets GL Standard or Above	33%	27%	31%	55%	-	*	-	46%	30%
At Masters GL Standard	12%	6%	10%	30%	-	*	-	21%	10%
Number of Tests									
At Approaches GL Standard or Above	1,610	201	1,132	240	-	*	-	**	1,326
At Meets GL Standard or Above	925	107	616	175	-	*	-	**	722
At Masters GL Standard	336	24	205	95	-	*	-	**	234
Total Tests	2,782	395	2,013	318	-	*	-	**	2,430
Reading/Language Arts (RLA)									
Percent of Tests									
At Approaches GL Standard or Above	67%	64%	65%	84%	-	*	-	72%	64%
At Meets GL Standard or Above	38%	33%	35%	62%	-	*	-	50%	35%
At Masters GL Standard	15%	7%	13%	36%	-	*	-	28%	12%
Number of Tests									
At Approaches GL Standard or Above	636	88	434	99	-	*	-	**	527
At Meets GL Standard or Above	363	45	235	73	-	*	-	**	284
At Masters GL Standard	145	10	87	43	-	*	-	**	99
Total Tests	943	137	668	118	-	*	-	**	822
Mathematics									
Percent of Tests									
At Approaches GL Standard or Above	59%	51%	59%	71%	-	*	-	72%	56%
At Meets GL Standard or Above	38%	32%	35%	55%	-	*	-	61%	34%
At Masters GL Standard	13%	6%	12%	29%	-	*	-	22%	11%
Number of Tests									
At Approaches GL Standard or Above	559	70	390	84	-	*	-	**	462
At Meets GL Standard or Above	353	44	231	65	-	*	-	**	278
At Masters GL Standard	124	8	77	34	-	*	-	**	87
Total Tests	940	138	664	118	-	*	-	**	819
Science									
Percent of Tests									
At Approaches GL Standard or Above	62%	55%	62%	78%	-	-	-	63%	59%
At Meets GL Standard or Above	36%	22%	35%	66%	-	-	-	38%	32%
At Masters GL Standard	12%	7%	10%	32%	-	-	-	13%	10%
Number of Tests									
At Approaches GL Standard or Above	281	33	211	32	-	-	-	5	232
At Meets GL Standard or Above	164	13	121	27	-	-	-	3	126
At Masters GL Standard	53	4	35	13	-	-	-	1	39
Total Tests	451	60	342	41	-	-	-	8	396
Social Studies									
Percent of Tests									
At Approaches GL Standard or Above	30%	17%	29%	61%	-	-	-	25%	27%
At Meets GL Standard or Above	10%	8%	9%	24%	-	-	-	13%	9%
At Masters GL Standard	3%	3%	2%	12%	-	-	-	13%	2%
Number of Tests									
At Approaches GL Standard or Above	134	10	97	25	-	-	-	2	105
At Meets GL Standard or Above	45	5	29	10	-	-	-	1	34
At Masters GL Standard	14	2	6	5	-	-	-	1	9
Total Tests	448	60	339	41	-	-	-	8	393

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] District goals
- [x] Campus goals
- [x] HB3 Reading and math goals for PreK-3
- [x] HB3 CCMR goals
- [x] Performance Objectives with summative review (prior year)
- [x] Campus/District improvement plans (current and prior years)
- [x] Planning and decision making committee(s) meeting data
- [x] State and federal planning requirements

Accountability Data

- [x] Texas Academic Performance Report (TAPR) data
- [x] Student Achievement Domain
- [x] Student Progress Domain
- [x] Closing the Gaps Domain
- [x] Effective Schools Framework data
- [x] Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- [x] Accountability Distinction Designations
- [x] Federal Report Card and accountability data
- [x] Results Driven Accountability (RDA)
- [x] Alternative Education Accountability (AEA) data
- [x] Local Accountability Systems (LAS) data
- [x] Community Based Accountability System (CBAS)

Student Data: Assessments

- [x] State and federally required assessment information
- [x] STAAR current and longitudinal results, including all versions
- [x] STAAR End-of-Course current and longitudinal results, including all versions
- [x] STAAR released test questions
- [x] STAAR Emergent Bilingual (EB) progress measure data
- [x] Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- [x] Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- [x] 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
- [x] Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- [x] Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- [x] SAT and/or ACT assessment data
- [x] PSAT
- [x] Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- [x] Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- [x] Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- [x] Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- [x] Student failure and/or retention rates
- [x] Local diagnostic reading assessment data
- [x] Local benchmark or common assessments data
- [x] Running Records results
- [x] Observation Survey results
- [x] Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- [x] Prekindergarten Self-Assessment Tool
- [x] Texas approved PreK - 2nd grade assessment data
- [x] Other PreK - 2nd grade assessment data
- [x] State-developed online interim assessments

- [x] Grades that measure student performance based on the TEKS
- [x] Texas Success Initiative (TSI) data
- [x] Intervention data

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- [x] **Completion rates and/or graduation rates data**
- [x] **Annual dropout rate data**
- [x] **Attendance data**
- [x] **Mobility/stability rate, including longitudinal data**
- [x] **Discipline records**
- [x] **Violence and/or violence prevention records**
- [x] **Tobacco, alcohol, and other drug-use data**
- [x] **Student surveys and/or other feedback**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**
- [x] **Enrollment trends**
- [x] **Mobility/stability rate, including longitudinal data**
- [x] **Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)**
- [x] **School Behavioral Threat Assessment Data (Senate Bill 11)**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **Equity data**
- [x] **T-TESS data**
- [x] **T-PESS data**

- [x] Staff mobility/stability
- [x] Support structures: mentors
- [x] Teacher recruitment/retention rates and other data
- [x] Classroom and school walkthrough data

Parent/Community Data

- [x] Parent surveys and/or other feedback
- [x] Parent engagement rate
- [x] Community surveys and/or other feedback
- [x] Parent and community partnership data
- [x] Parent activity evaluations and feedback data
- [x] Community service agencies and support services

Support Systems and Other Data

- [x] Organizational structure data
- [x] Processes and procedures for teaching and learning, including program implementation
- [x] Communications data
- [x] Capacity and resources data
- [x] Budgets/entitlements and expenditures data
- [x] Study of best practices and high yield strategies
- [x] Action research results
- [x] Horizontal and vertical team alignments processes
- [x] Technology and resource allocation data
- [x] Enrichment course/materials
- [x] Scope and Sequence; Pacing Guides; and Other Focus Documents
- [x] Focus Group(s) data

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 ☑ High Priority

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 2027.

Evaluation Data Source: STAAR data, BOY TIA Assessments, and District-Based Assessments

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.

Formative Reviews

November	March	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.

Formative Reviews

November	March	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.

Formative Reviews

November	March	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). Erin Albers will create professional development sessions for August, and February that focus on high rigor instruction and providing supports for struggling students. Albers will be paid $200/ session. August will be 6 sessions ($1200) and February will be 8 sessions. ($1400) from Title One funds .

Funding Sources: Professional Development sessions Title I, A, $2,000

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	June

Strategy 5

The campus will continue to implement a mentoring program for new teachers to the profession and district.

Formative Reviews

November	March	June

Strategy 6

English Language Learners (ELLs) and migratory students are scheduled with ESL certified teachers who are Seiditz 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.

Formative Reviews

November	March	June

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.

Formative Reviews

November	March	June

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 Reviews

November	March	June

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.

Formative Reviews

November	March	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.

Formative Reviews

November	March	June

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 2027.

Evaluation Data Source: STAAR, District-Based Assessments, and District Benchmark data

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.

Formative Reviews

November	March	June

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 2027.

Evaluation Data Source: STAAR, District-Based Assessments, and District Benchmark data

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.

Formative Reviews

November	March	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.

Formative Reviews

November	March	June

Strategy 3

After professional development teachers will progress monitor identified Emergent Bilingual students throughout the year to support students as identified.

Formative Reviews

November	March	June

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 2027.

Evaluation Data Source: STAAR, District-Based Assessments, and District Benchmark data

Strategy 1

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.

Formative Reviews

November	March	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

Formative Reviews

November	March	June

Performance Objective 5

Increase Emergent Bilingual scholar performance on TELPAS by offering after school TELPAS tutorials to be evaluated by May 2027.

Evaluation Data Source: TELPAS, STAAR

Performance Objective 6

Increase student performance on STAAR by providing specialized small-group instruction and stations during the STAAR Rapid Review window.

Evaluation Data Source: STAAR

Strategy 1

Purchase supplies needed to effectively target areas of improvement, focusing on high-yield instructional strategies such as differentiated practice, targeted remediation, and intensive review of key content areas.

Formative Reviews

November	March	June

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 2027.

Evaluation Data Source: Increased use of mediation, reduction of discipline referrals monthly from August to May.

Strategy 1

Monitor and provide support for possible middle school dropout reduction.

Formative Reviews

November	March	June

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 Reviews

November	March	June

Strategy 3

Prevention and education of unwanted physical and verbal aggression will be provided in the areas of sexual harassment, and bullying.

Formative Reviews

November	March	June

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 Reviews

November	March	June

Strategy 5

All students will receive academic advising with regard to course choice and individual interests and make informed curriculum choices

Formative Reviews

November	March	June

Strategy 6

Students will have the opportunity to explore different career paths through CTE courses which will provide meaningful instruction

Formative Reviews

November	March	June

Strategy 7

Utilize the Branching Minds program to ensure at-risk students in need of RTI intervention (academic and behavioral) needs are monitored.

Formative Reviews

November	March	June

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.

Formative Reviews

November	March	June

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.

Formative Reviews

November	March	June

Strategy 10

Monitoring student discipline data to recognize needs, triage support, and plan effective interventions. Routine team meetings about students in need of support.

Formative Reviews

November	March	June

Strategy 11

Monitor student attendance for possible dropouts and discuss thorough the campus DVT

Formative Reviews

November	March	June

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, 2027.

Evaluation Data Source: Increased faculty retention as measured on June 1, 2027.

Strategy 1

Utilize the district communications office to publicize Davila activities and Texan Proud Moments.

Formative Reviews

November	March	June

Strategy 2

Davila will host two annual Title I meetings. At the meeting we will share the PFE policy, home-school compact, and explain to parents teh school's Title I, Part A participation and the TEA performance rating. Communications will be presented in English and the parents' home language. Fall Family Festival will occur in November where $2000 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/emotional skills.

Formative Reviews

November	March	June

Performance Objective 2

Communicate student growth goals for STAAR assessments as well as benchmark data for parents to better understand their student's progress as well as have rich, academic conversations with their student through mailed letters home.

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Evaluation Data Source: Increased parent involvement in student data conversations.

Performance Objective 3 ✅ High Priority

Communicate STAAR performance levels, STAAR assessment makeup, and the purpose/importance of STAAR rapid review with parents at A Night with the STAARS.

Evaluation Data Source: Increased student attendance during STAAR review window.

Performance Objective 4

Celebrate successes with faculty, students, and families through the Top 10% Awards and End of Year Awards.

Evaluation Data Source: Increased parent involvement

Goal 4

To build a climate and culture for faculty and staff by showing an increase in faculty retention by July 1, 2027, 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 Source: Review staff attendance at campus events by sign-in sheets

Strategy 1

Communications sent home to parents will be presented in the parent's home language.

Formative Reviews

November	March	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.

Formative Reviews

November	March	June

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 Source: Review of published events through Facebook, X, and Bryan ISD website to show an increase from the 2025-2026 school year.

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.

Formative Reviews

November	March	June

Strategy 2

Davila staff will create internal opportunities to represent the campus and district at community events.

Formative Reviews

November	March	June

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.

Formative Reviews

November	March	June

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.

Formative Reviews

November	March	June

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 Source: Review of retention data by June 1, 2027.

Strategy 1

All teachers will be qualified in their subject area.

Formative Reviews

November	March	June

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.

Formative Reviews

November	March	June

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.

Formative Reviews

November	March	June

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.

Formative Reviews

November	March	June

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.

Formative Reviews

November	March	June

Strategy 6

Campus implementation of New Teacher Institute (NTI) program to support and retain new teachers.

Formative Reviews

November	March	June

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.

Formative Reviews

November	March	June

Strategy 8

Involve teachers in assessment making decisions concerning the overall instructional program

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paying specific
attention to identified safeguard areas indicated within sub populations of African American, ELLs,and special education
students.

Formative Reviews

November	March	June

Strategy 9

Provide professional development for para-professionals in order to reach highly qualified status and continue
growing as professionals

Formative Reviews

November	March	June

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

Formative Reviews

November	March	June

Title I Summary

Title I Personnel

Name	Position	Program	FTE
Administration	Associate Dean		
Instructional Coach (PRF-ICT)	Instructional Coach (PRF-ICT)		3

Funding Summary

Funding Summary

Title I, A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Professional Development sessions	--	$2,000.00
				Sub-Total	$2,000.00

Bryan Independent School District

Stephen F. Austin Middle School

Accountability Rating: C

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
September 22, 2026 at 09:02 AM

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

Summary

During the development of the 2026–27 Campus Improvement Plan, the SFA Middle School CNA Planning Team conducted a comprehensive needs assessment to identify campus strengths, areas of need, and priorities for continuous improvement.

The planning team included representatives from multiple stakeholder groups, including teachers, parents, campus administrators, instructional staff, special education staff, counselors, and other campus personnel.

The team examined the four required areas of the comprehensive needs assessment:

- Demographics
- Student Learning
- School Processes and Programs
- Perceptions

Data sources reviewed as part of the comprehensive needs assessment included:

- 2026 STAAR and state accountability data
- Student achievement and academic growth data
- Closing the Gaps and student-group performance data
- Campus and district assessment data
- Attendance data
- Discipline, ISS, suspension, and DAEP data
- Parent, student, and staff feedback and surveys
- Classroom walkthrough and instructional monitoring data
- Campus policies, procedures, programs, and professional practices
- Student, program, and staff demographic data

Strengths Identified

The comprehensive needs assessment identified several areas of strength at SFA Middle School:

- Student academic growth across multiple tested areas
- Continued strength in RLA and opportunities to build upon positive performance in Science
- Strong performance among students enrolled in advanced coursework, including Algebra I
- A diverse student population and commitment to meeting the needs of all learners
- Schoolwide implementation of AVID and other college- and career-readiness opportunities
- Staff commitment to students and positive relationships between students and adults
- Strong instructional support structures, including instructional coaching, PLCs, and observation and feedback cycles
- Positive parent feedback regarding campus administration, special education services, individual teachers, and student programs
- Improved campuswide behavior expectations and increased emphasis on supervision, consistency, and student safety

Areas of Need Identified

Analysis of the 2026 data identified the following priority areas:

- Achievement gaps among student groups, including African American, Hispanic, and High Focus students
- Student achievement in Social Studies and Mathematics, with Social Studies representing the greatest content-area academic need
- Greater consistency in the implementation of rigorous, TEKS-aligned Tier 1 instruction
- Consistent implementation of Academic Monitoring, including checks for understanding, identification of misconceptions, actionable feedback, and real-time instructional adjustments
- Continued development of targeted academic interventions and progress monitoring for students not demonstrating sufficient progress
- Reduction of ISS placements, out-of-school suspensions, and DAEP placements

- Consistent implementation of proactive classroom management, early behavior interventions, supervision, and positive behavior supports
- Improvement in student attendance and reduction of lost instructional time
- More consistent, timely, and accessible school-home communication
- Continued opportunities for meaningful family engagement and stronger school-home partnerships

2026–27 Campus Priorities

Based on the findings of the comprehensive needs assessment, SFA Middle School will focus its improvement efforts on four primary areas during the 2026–27 school year:

1. Student Achievement and Academic Growth: Improve achievement and growth across all tested content areas, with targeted emphasis on Social Studies, Mathematics, and identified achievement gaps among student groups.
2. High-Quality Tier 1 Instruction: Strengthen teacher capacity through high-quality instructional materials, TEKS-aligned planning, Academic Monitoring, professional learning, PLCs, and frequent observation and feedback cycles.
3. Safe, Supportive, and Instruction-Focused Learning Environment: Implement consistent campuswide behavior expectations, proactive classroom management, early interventions, supervision, and positive behavior supports while reducing suspensions, ISS placements, and DAEP placements.
4. Family Engagement and Communication: Strengthen school-home partnerships through consistent, timely, and accessible communication and meaningful opportunities for families to engage with the campus and support student success.

SFA Middle School will build upon identified strengths while using ongoing data analysis, progress monitoring, classroom walkthroughs, coaching, PLCs, intervention data, discipline and attendance data, and stakeholder feedback to evaluate implementation and make adjustments throughout the school year.

Demographics

Summary

Stephen F. Austin Middle School serves a diverse population of 7th and 8th grade students with a wide range of academic, linguistic, socioeconomic, and instructional needs. The campus serves students from multiple racial and ethnic groups, including a large Hispanic population, African American students, White students, and students identifying with two or more races. The campus also serves Emergent Bilingual students, students receiving special education services, economically disadvantaged students, at-risk students, and other High Focus student groups.

SFA provides a variety of academic and student-support programs designed to meet the needs of its diverse student population, including special education and inclusion services, Emergent Bilingual supports, intervention services, AVID, advanced coursework, and Algebra I. Student attendance, mobility, discipline, program participation, and academic performance are monitored throughout the year to identify student groups requiring additional support.

Analysis of 2026 STAAR data indicates continued differences in academic outcomes among student groups. Across all tested subjects, 40% of All Students achieved Meets Grade Level or above compared with 25% of African American students, 34% of Hispanic students, and 31% of High Focus students. These differences demonstrate the continued need to ensure equitable access to rigorous Tier 1 instruction, progress monitoring, intervention, and targeted academic support.

Strengths

SFA Middle School serves a diverse student population and provides multiple academic, instructional, and student-support programs to address varying student needs. The campus offers advanced academic opportunities, AVID, special education services, Emergent Bilingual supports, intervention services, and other targeted supports. SFA's diverse student body provides opportunities to build an inclusive campus culture while using disaggregated data to identify and respond to the needs of individual student groups.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Achievement gaps persist among student groups, with African American, Hispanic, and High Focus students performing below the All Students group across multiple tested content areas. For example, across all 2026 STAAR tests, 40% of All Students achieved Meets or above compared with 25% of African American students, 34% of Hispanic students, and 31% of High Focus students.	Tier 1 instruction, progress monitoring, and targeted intervention have not yet been implemented with sufficient consistency and responsiveness to close identified achievement gaps.

★ = Priority

Student Learning

Summary

SFA Middle School demonstrated areas of academic growth during the 2025–26 school year while continuing to identify opportunities for improvement in overall student achievement. On the 2026 STAAR, across all tested subjects, 61% of students achieved Approaches Grade Level or above, 40% achieved Meets or above, and 19% achieved Masters.

Performance varied by content area. RLA was the strongest tested area, with 73% of students achieving Approaches, 49% Meets, and 25% Masters. Mathematics performance was 54% Approaches, 36% Meets, and 13% Masters. Science performance included 49% of students achieving Meets and 27% Masters. Social Studies represents the greatest academic area of need, with 42% Approaches, 23% Meets, and 9% Masters.

The campus will continue to focus on rigorous, TEKS-aligned Tier 1 instruction, Academic Monitoring, data-driven PLCs, progress monitoring, and targeted intervention. Particular emphasis will be placed on improving Mathematics and Social Studies achievement while continuing to build upon strengths and growth in RLA and Science.

Strengths

SFA demonstrated academic growth and areas of strong student performance during the 2025–26 school year. RLA was the strongest tested content area, with 73% of students achieving Approaches Grade Level or above, 49% achieving Meets or above, and 25% achieving Masters on the 2026 STAAR. Science also demonstrated areas of strength, with 49% of students achieving Meets and 27% achieving Masters. The campus has established systems for PLC collaboration, progress monitoring, intervention, and data analysis that can be leveraged to continue improving student outcomes.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Student achievement remains below campus expectations, particularly in Social Studies and Mathematics. On the 2026 STAAR, Social Studies performance was 42% Approaches, 23% Meets, and 9% Masters, while Mathematics performance was 54% Approaches, 36% Meets, and 13% Masters.	Planning, instruction, and assessment are not consistently aligned to the rigor of the TEKS, and academic monitoring is not yet consistently used to identify misconceptions and adjust instruction in real time.

★ = Priority

School Processes & Programs

Summary

SFA Middle School utilizes a variety of instructional, intervention, professional learning, and student-support systems to improve student achievement and provide a safe, supportive learning environment. The campus prioritizes high-quality Tier 1 instruction, TEKS-aligned planning, Academic Monitoring, PLC collaboration, data-driven instruction, and targeted intervention. Students requiring additional academic support may receive small-group intervention, tutoring, tutorials, extended-learning opportunities, and other supports based on identified needs.

Instructional coaches and campus administrators support teachers through PLCs, classroom walkthroughs, observation and feedback cycles, professional learning, modeling, and coaching. During the 2026–27 school year, SFA is utilizing Texas Strategic Leadership (TSL) and Academic Monitoring to strengthen the consistency of Tier 1 instruction. Walkthrough, coaching, assessment, and student-performance data are used to identify instructional trends and determine areas for additional teacher support.

SFA supports diverse learners through programs and services including special education, Emergent Bilingual supports, MTSS/intervention, AVID, advanced coursework, and other targeted academic supports. Technology and supplemental instructional resources are used when appropriate to support implementation of the district curriculum and address identified student needs.

The campus also prioritizes a safe and instruction-focused environment through Bronco Basics, Foundations/CHAMPS, proactive classroom management, supervision, early behavior intervention, counseling, and tiered student supports. Discipline and attendance data are reviewed to identify trends and students requiring additional intervention. Campus systems are designed to maximize instructional time while supporting students academically, behaviorally, and socially.

Strengths

SFA has established systems to support high-quality Tier 1 instruction and continuous teacher growth through PLCs, instructional coaching, Academic Monitoring, classroom walkthroughs, and observation and feedback cycles. The campus provides multiple academic and behavioral supports based on student need, including intervention, tutoring, special education and Emergent Bilingual services, AVID, and extended-learning opportunities. SFA also has established campuswide behavior expectations through Bronco Basics and Foundations/CHAMPS and uses academic, attendance, discipline, and walkthrough data to identify areas for continued improvement.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Campus instructional and behavior systems are not yet implemented with sufficient consistency across classrooms and common areas to maximize instructional time, strengthen Tier 1 instruction, and support student success.	Systems for observation and feedback, academic monitoring, professional learning, proactive classroom management, early interventions, and accountability for implementation require greater consistency and follow-through.

★ = Priority

Perceptions

Summary

SFA Middle School uses feedback from parents, students, staff, and other stakeholders to evaluate campus culture, communication, safety, family engagement, and overall school climate. Parent feedback reflects several areas of strength, including positive experiences with campus administration, special education services, individual teachers and staff, student programs, and improvements in student behavior and supervision.

Feedback also identifies opportunities to improve the consistency of school-home communication, responsiveness, customer service, student supervision, bullying prevention, and communication regarding safety concerns. Families expressed a desire for timely and consistent information regarding student progress, campus activities, academic expectations, and opportunities for involvement.

During the 2026–27 school year, SFA will continue strengthening school-home partnerships through ParentSquare, teacher and campus communication, family engagement events, and opportunities for parent feedback. The campus will also continue implementing consistent expectations for student safety, supervision, behavior, and positive relationships. Stakeholder feedback and participation data will be reviewed throughout the year to evaluate progress and identify areas requiring additional attention.

Strengths

Stakeholder feedback identifies positive relationships and experiences with campus administration, special education services, individual teachers and staff, and student programs. Families have also recognized improvements in student behavior and supervision. SFA has established multiple methods for communicating and engaging with families, including ParentSquare, campus and teacher communication, family events, and opportunities for parent feedback. These strengths provide a foundation for continuing to build trust, strengthen relationships, and increase family engagement.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Parent feedback indicates inconsistent experiences with school-home communication, responsiveness, student safety, bullying prevention, supervision, and family engagement, despite positive feedback regarding administration, special education services, individual teachers, programs, and improvements in student behavior.	Campus expectations and systems for communication, customer service, family engagement, safety communication, and relationship-building are not yet implemented consistently across all staff and settings.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] District goals
- [x] Campus goals

Accountability Data

- [x] Student Achievement Domain
- [x] Student Progress Domain
- [x] Closing the Gaps Domain

Student Data: Assessments

- [x] State and federally required assessment information
- [x] STAAR current and longitudinal results, including all versions
- [x] STAAR End-of-Course current and longitudinal results, including all versions
- [x] STAAR released test questions
- [x] STAAR Emergent Bilingual (EB) progress measure data
- [x] Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- [x] PSAT

Student Data: Student Groups

- [x] Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- [x] Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- [x] Economically disadvantaged / Non-economically disadvantaged performance and participation data
- [x] Male / Female performance, progress, and participation data
- [x] Special education/non-special education population including discipline, progress and participation data
- [x] Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/

- [ ] stability
- [x] Section 504 data

Student Data: Behavior and Other Indicators

- [x] Attendance data
- [x] Discipline records

Employee Data

- [x] Professional learning communities (PLC) data
- [x] Staff surveys and/or other feedback
- [x] Teacher/Student Ratio
- [x] State certified and high quality staff data
- [x] Campus leadership data
- [x] Campus department and/or faculty meeting discussions and data
- [x] Professional development needs assessment data
- [x] T-TESS data

Parent/Community Data

- [x] Parent surveys and/or other feedback
- [x] Community surveys and/or other feedback

Support Systems and Other Data

- [x] Processes and procedures for teaching and learning, including program implementation
- [x] Budgets/entitlements and expenditures data

Goals

Goal 1

SFA Middle School will improve student achievement and academic growth across all tested content areas, with targeted emphasis on Social Studies, Mathematics, and identified achievement gaps among student groups. By May 2027, the campus will earn an Overall Domain 2A score of 80 while increasing student performance through rigorous, TEKS-aligned Tier 1 instruction, academic monitoring, targeted intervention, and progress monitoring.

Performance Objective 1 ☑ High Priority

By May 2027, SFA Middle School will earn an Overall Domain 2A score of 80 or higher on the Texas accountability system.

Evaluation Data Source: 2027 Texas Accountability Report; Domain 2A Academic Growth data; STAAR performance data; campus DBA/benchmark data; student progress-monitoring data

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Data-Driven Instruction & Progress Monitoring

Strategy's Expected Result/Impact: Implementation of consistent data analysis and progress monitoring will enable teachers to identify student strengths, learning gaps, and misconceptions and make timely instructional adjustments. Students will receive more responsive instruction and demonstrate increased academic growth, contributing to progress toward the campus Domain 2A goal.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Conduct regular PLC data reviews using STAAR, benchmark, common assessment, mastery check, and classroom data to identify student needs, adjust instruction, and monitor individual student growth.	Principal, Assistant Principals, Instructional Coaches, Teachers	August 2026-May 2027; ongoing through weekly PLCs and campus data-review cycles	

Funding Sources: Title I, A,

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Formative Reviews

November	March	June

Strategy 2 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

MTSS, Intervention & Extended Learning

Strategy's Expected Result/Impact: Implementation of timely, targeted intervention and extended-learning opportunities will provide students who are not demonstrating sufficient progress with additional instruction based on identified needs. Students receiving intervention will demonstrate increased mastery of grade-level TEKS and academic growth on campus, district, and state assessments.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Identify students needing additional academic support through assessment and progress-monitoring data and provide targeted intervention, tutorials, tutoring, STAAR Rapid Review, and other extended-learning opportunities based on student need.	Administration, Instructional Coaches,Tutors, Teachers	August 2026-May 2027; reviewed after each assessment/data cycle	

Funding Sources: Title I, A,

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Performance Objective 2 ☑ High Priority

By May 2027, SFA Middle School will increase student achievement as measured by Domain I performance, earning a score of at least 75 in Mathematics, 83 in RLA, 80 in Science, and 60 in Social Studies.

Evaluation Data Source: 2027 STAAR results; Domain I calculation reports; DBA/benchmark assessments; MAP data; PLC data; common formative assessments

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Instructional Resources & Targeted Academic Supports

Strategy's Expected Result/Impact: Providing supplemental instructional materials, technology, hands-on resources, and targeted academic supports aligned to identified student needs will increase access to rigorous grade-level instruction and intervention. Students will demonstrate increased engagement, understanding, and mastery of grade-level TEKS.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Provide supplemental instructional materials, technology, hands-on resources, and academic supports based on identified student needs and alignment to the district curriculum.	Principal, Administration, Instructional Coaches, Department Heads	August 2026-May 2027	

Funding Sources: Title I, A,

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

November **March** **June**

Strategy 2 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Content-Area Instruction & Data Response

Strategy's Expected Result/Impact: Consistent analysis of content-area data and priority TEKS will strengthen instructional planning and alignment to grade-level rigor. Students will demonstrate increased mastery of assessed standards, resulting in progress toward the campus Domain I targets in Mathematics, RLA, Science, and Social Studies.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Core content PLCs will analyze assessment results, student work, and priority TEKS to plan responsive instruction, with targeted attention to Mathematics and Social Studies while maintaining growth in RLA and Science.	Administration, Instructional Coaches, Core Content Teachers	August 2026-May 2027; weekly PLC/data cycles	

Funding Sources: Title I, A,

TEA Priorities: Improve low-performing schools

Formative Reviews

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Performance Objective 3 ☑ High Priority

By May 2027, SFA Middle School will increase the percentage of African American, Hispanic, and High Focus students achieving Meets Grade Level or above in RLA and Mathematics, with progress monitored throughout the year toward applicable Closing the Gaps targets.

Evaluation Data Source: 2027 Closing the Gaps report; STAAR student-group data; DBA/benchmark data disaggregated by student group; MAP growth data; intervention/progress-monitoring data

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Targeted Supports for Identified Student Groups

Strategy's Expected Result/Impact: Disaggregating student performance data and providing responsive instructional supports will increase access to rigorous grade-level instruction for student groups demonstrating achievement gaps. Identified student groups will demonstrate increased academic growth and performance at Meets Grade Level or above, contributing to reduced achievement gaps and improved Closing the Gaps outcomes.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Disaggregate student performance data by student group and provide targeted scaffolds, language supports, small-group instruction, intervention, and progress monitoring for student groups demonstrating achievement gaps.	Administration, Instructional Coaches, Teachers, Tutors, Special Education Staff	August 2026-May 2027; monitored each data cycle	

Funding Sources: Title I, A,

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	March	June

Goal 2

SFA Middle School will strengthen the quality and consistency of Tier 1 instruction by building teacher capacity through high-quality instructional materials, TEKS-aligned planning, Academic Monitoring, professional learning, and frequent observation and feedback cycles. Campus leaders and instructional coaches will use walkthrough, coaching, and student performance data to monitor implementation and provide targeted support throughout the 2026-27 school year.

Performance Objective 1 ☑ High Priority

By May 2027, 100% of core content teachers will demonstrate implementation of Academic Monitoring practices, including monitoring student understanding, identifying misconceptions, providing actionable feedback, and adjusting instruction in response to evidence of student learning, as measured through walkthrough and coaching data.

Evaluation Data Source: TSL walkthrough data; T-TESS walkthrough/observation evidence; coaching documentation; lesson plans; PLC documentation; student work; campus instructional monitoring data

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Academic Monitoring & Observation/Feedback

Strategy's Expected Result/Impact: Frequent walkthroughs, observation and feedback cycles, and follow-up coaching will increase the consistency and effectiveness of Academic Monitoring practices across classrooms. Teachers will more consistently monitor student understanding, identify misconceptions, provide actionable feedback, and adjust instruction in real time, resulting in stronger Tier 1 instruction and improved student outcomes.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Administrators and instructional coaches will conduct frequent classroom walkthroughs and observation/feedback cycles focused on Academic Monitoring, student understanding, checks for understanding, response to misconceptions, and implementation of high-quality Tier 1 instruction.	Principal, Assistant Principals, Instructional Coaches	August 2026-May 2027; ongoing	

Funding Sources: Title I, A,

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 2: Strategic Staffing

Formative Reviews

November	March	June

Performance Objective 2 ☑ High Priority

By May 2027, SFA Middle School will strengthen implementation of rigorous, TEKS-aligned Tier 1 instruction through ongoing professional learning, PLC support, instructional coaching, observation and feedback cycles, and the consistent use of high-quality instructional materials.

Evaluation Data Source: Lesson plans; PLC documentation; walkthrough data; T-TESS evidence; coaching logs; professional development records; DBA/benchmark results; student work

Strategy 1

PLCs, HQIM & TEKS-Aligned Planning

Strategy's Expected Result/Impact: Consistent implementation of weekly PLCs focused on TEKS alignment, high-quality instructional materials, student work, assessment data, and anticipated misconceptions will strengthen the quality and rigor of instructional planning. Students will experience more consistent grade-level instruction aligned to the depth and complexity of the TEKS.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Conduct weekly core-content PLCs focused on TEKS alignment, district-approved HQIM, student work, assessment data, anticipated misconceptions, and responsive instructional planning.	Administration, Instructional Coaches, Teachers	Weekly, August 2026-May 2027	

Funding Sources: Title I, A,

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	June

Strategy 2 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Targeted Professional Learning & Coaching

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Strategy's Expected Result/Impact: Professional learning and coaching based on walkthrough and student-performance data will strengthen teacher capacity in identified areas of need. Teachers will demonstrate increased implementation of evidence-based instructional practices, resulting in more consistent Tier 1 instruction, increased student engagement, and improved student performance.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Provide professional learning and coaching based on walkthrough and student-performance data in identified areas such as Academic Monitoring, Seidlitz, SPED inclusion/co-teaching, differentiation, student engagement, and classroom management.	Administration, Instructional Coaches, District/ Campus Trainers	August 2026-May 2027, based on identified needs	

Funding Sources: Title I, A,

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

November **March** **June**

Goal 3

SFA Middle School will provide a safe, supportive, and instruction-focused learning environment through consistent campuswide behavior expectations, proactive classroom management, early interventions, supervision, and positive behavior supports. By May 2027, the campus will reduce suspensions, ISS placements, and DAEP placements by at least 10% compared to the 2025-26 school year while maximizing instructional time and supporting positive student behavior.

Performance Objective 1 ☑ High Priority

By May 2027, SFA Middle School will reduce out-of-school suspensions, ISS placements, and DAEP placements by at least 10% compared with the 2025-26 school year through consistent implementation of campus behavior expectations, proactive interventions, and positive behavior supports.

Evaluation Data Source: Skyward discipline data; ISS placement data; OSS data; DAEP placement data; discipline reports disaggregated by student group; campus behavior data

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Bronco Basics & Foundations/CHAMPS

Strategy's Expected Result/Impact: Consistent implementation of Bronco Basics and Foundations/CHAMPS will strengthen campuswide behavior expectations, classroom management, supervision, and positive behavior supports. Students will experience more consistent expectations across settings, resulting in fewer behavior incidents, increased student engagement, and more instructional time.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Explicitly teach and reinforce Bronco Basics and Foundations/CHAMPS expectations and monitor consistent implementation in classrooms and common areas.	Administration, Foundations Team, Department Heads, Teachers	August 2026-May 2027; expectations explicitly retaught each semester and as needed	

Funding Sources: Title I, A,

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	March	June

Strategy 2 ✅ Targeted Support Strategy ✅ Additional Targeted Support Strategy

Early Behavior Intervention & Student Support

Strategy's Expected Result/Impact: Regular review of discipline data and timely implementation of tiered behavioral supports will allow staff to identify and address recurring student needs before behaviors escalate. Students receiving targeted supports will demonstrate improved behavior, contributing to reductions in repeated discipline incidents, ISS placements, out-of-school suspensions, and DAEP placements.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Regularly review discipline data to identify recurring behavior concerns and provide tiered student supports through MTSS, counseling, parent collaboration, behavior interventions, and other appropriate services.	Administration, Counselors, MTSS Team, Teachers	August 2026-May 2027; ongoing and following discipline-data reviews	

Funding Sources: Title I, A,

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	June

Performance Objective 2 ✅ High Priority

By May 2027, SFA Middle School will increase the campus student attendance rate to 95% through early identification of attendance concerns, student and family communication, targeted interventions, and ongoing monitoring of attendance data.

Evaluation Data Source: Skyward attendance reports; campus attendance rate; chronic absenteeism data; attendance intervention documentation; parent communication records

Strategy 1 ✅ Targeted Support Strategy ✅ Additional Targeted Support Strategy

Attendance Monitoring & Intervention

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Review attendance and chronic absenteeism data, communicate promptly with students and families, implement targeted attendance interventions and incentives, and refer students requiring additional support to the Juvenile Case Worker or appropriate services.	Administration, Attendance Clerk, Counselors, Juvenile Case Worker	August 2026-May 2027; attendance monitored weekly	

Funding Sources: Title I, A,

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Goal 4

SFA Middle School will strengthen family engagement and school-home partnerships by providing consistent, timely, and accessible communication regarding student academic progress, campus programs, activities, and opportunities for family involvement. By May 2027, SFA will provide multiple opportunities for families to engage with the campus and will monitor participation and parent feedback to evaluate the effectiveness of family engagement efforts.

Performance Objective 1 ☑ High Priority

By May 2027, SFA Middle School will provide at least four targeted family engagement opportunities that support student achievement and strengthen school-home partnerships, including the SFA Fall Showcase, TELPAS Night, STAAR Night, and Powder Puff Football, in addition to required Title I parent and family engagement activities.

Evaluation Data Source: Event sign-in sheets; participation records; Title I meeting documentation; Parent & Family Engagement documentation; parent surveys; event feedback

Strategy 1

Family Engagement Opportunities

Strategy's Expected Result/Impact: Providing meaningful family engagement opportunities focused on student achievement and school-home partnerships will increase opportunities for families to connect with campus staff, understand academic expectations, and access resources that support student success. Participation and parent feedback will be used to evaluate and strengthen family engagement efforts throughout the year.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Provide at least four targeted family engagement opportunities--SFA Fall Showcase, TELPAS Night, STAAR Night, and Powder Puff Football--along with required Title I parent and family engagement activities, and collect participation and feedback data.	Principal, Administration, Counselors, Instructional Coaches, Department Heads	August 2026-May 2027 according to campus event calendar	

Funding Sources: Title I, A,

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Performance Objective 2 ☑ High Priority

By May 2027, SFA Middle School will improve the consistency and accessibility of school-home communication by providing families with regular information regarding academic progress, campus programs, activities, and opportunities for involvement through ParentSquare and other campus communication systems, with effectiveness monitored through parent feedback.

Evaluation Data Source: ParentSquare communication data; campus newsletters/communications; teacher communication documentation; parent surveys; Title I parent feedback; family engagement records

Strategy 1

Consistent School-Home Communication

Strategy's Expected Result/Impact: Provide families with regular, timely, and accessible communication regarding student academic progress, tutorials, campus programs, activities, and opportunities for involvement through ParentSquare, newsletters, teacher communication, and other campus communication systems.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Provide families with regular, timely, and accessible communication regarding student academic progress, tutorials, campus programs, activities, and opportunities for involvement through ParentSquare, newsletters, teacher communication, and other campus communication systems.	Administration, Teachers, Counselors, Campus Staff	August 2026-May 2027; ongoing	

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	June

State Compensatory Education

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 Summary

Title I Personnel

Name	Position	Program	FTE
Associate Dean	Dean of Instruction	Instructional Support	1
IC	Instructional Coach	Instructional Support	4

Funding Summary

Funding Summary

Title I, A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		--	$0.00
1	1	2		--	$0.00
1	2	1		--	$0.00
1	2	2		--	$0.00
1	3	1		--	$0.00
2	1	1		--	$0.00
2	2	1		--	$0.00
2	2	2		--	$0.00
3	1	1		--	$0.00
3	1	2		--	$0.00
3	2	1		--	$0.00
4	1	1		--	$0.00
				Sub-Total	$0.00

SFA MIDDLE SCHOOL
Bryan ISD

2025–2026

A comprehensive needs assessment was conducted with a broad range of stakeholders who examined relevant academic achievement data, such as state assessments, local benchmarks, and classroom performance data. The purpose was to understand our students' most pressing needs and root causes. The data analysis revealed specific areas of focus identified in the Campus Improvement Plan.

This plan is based directly on the CNA, serving as the required second step of our year-long improvement process to improve the total campus instructional program.

The campus implements a coordinated set of evidence-based strategies designed to provide opportunities for all students, including subgroups and those most at risk, to meet or exceed the State's challenging academic standards, strengthen the academic program, increase attendance, strengthen parent involvement, and provide ongoing high-quality professional development to attract, support, and retain highly effective teachers.

- Evidence-based instruction is delivered in all core subjects: reading, math, science, and social studies.
- Leadership teams hold data review meetings every 4–6 weeks to monitor growth and adjust interventions.
- Academic and non-academic strategies are integrated to address student learning and well-being.
- Evidence-based strategies, including social-emotional learning, restorative practices, counseling, and staff training, prevent and address bullying, violence,

and unsafe behaviors, with ongoing monitoring of behavioral data to guide interventions.

- Dropout prevention strategies are implemented by identifying at-risk students through attendance, grades, and engagement data and providing mentoring, credit recovery, flexible scheduling, accelerated instruction, and counseling to keep students on track to graduate.

- All instruction aligns with the Texas Essential Knowledge and Skills (TEKS).
- Students access a well-rounded, enriched, and accelerated curriculum that includes fine arts, STEM, and technology integration.
- Small-group instruction, supplemental digital tools, targeted tutoring, and additional learning time support mastery of standards.
- Postsecondary readiness activities prepare students for higher education and workforce opportunities.

- A Multi-Tiered System of Supports (MTSS) framework identifies and monitors at-risk students.
- Tiered instructional strategies, restorative practices, and social-emotional supports address academic and behavioral needs.
- Professional development builds staff capacity in effective instruction, use of data, and recruitment and retention of highly effective teachers and paraprofessionals.
- The campus supports teachers and paraprofessionals in meeting certification or qualification requirements, provides ongoing high-quality professional development, and implements initiatives to recruit, retain, and develop highly effective staff.

- Core instructional minutes are protected within the master schedule.
- Intervention and enrichment blocks are embedded to provide targeted supports and extensions.
- Extended learning opportunities include before- and after-school tutoring, summer programs, and accelerated coursework.
- Accelerated instruction is provided to students who did not meet proficiency on state assessments.

- Coordinated school health activities are implemented and evaluated through fitness checks, grades, attendance, and data on disadvantaged students, while ensuring that all students participate in the required moderate to vigorous physical activity.

- Students participate in enrichment opportunities such as music, art, robotics, and technology.
- Advanced coursework and acceleration pathways are provided for students demonstrating readiness for higher-level learning.

- At-risk indicators include assessment performance, attendance, behavioral data, and social-emotional concerns.
- Students identified through MTSS receive targeted academic and non-academic interventions.
- Counseling, mentoring, school-based mental health services, and supplemental social worker support are available to assist at-risk students.
- Targeted instruction, prioritized learning time, and supplemental tutoring address the needs of students most at risk of not meeting standards.
- Alternative education programs, dropout recovery initiatives, and flexible scheduling options are available for students in danger of disengaging from school.

- Collaboration with public Pre-K providers, Head Start, and childcare agencies supports early learning transitions into elementary school.
- Structured transition activities with feeder middle and high schools ensure students are prepared academically and socially for the next grade span.

The campus consolidates multiple funding sources to create a comprehensive schoolwide program, maximizing impact and reducing duplication.

These resources include: Title I, Part A; State Compensatory Education (SCE); and Additional federal, state, and local funds.

The effectiveness of the schoolwide program is monitored and evaluated throughout the year to ensure continuous improvement.

- State assessments, local benchmarks, classroom performance, attendance, and perception surveys.
- Progress monitoring cycles and feedback loops ensure strategies and activities are implemented effectively and achieve intended results.
- An annual review determines overall program effectiveness, particularly for students most at risk of not meeting standards, and informs revisions to the Campus Improvement Plan. As required under TEC §29.081, the district evaluates the effectiveness of all SCE-funded programs in reducing disparities in performance and dropout rates, and reports results in a public hearing.

This evaluation process ensures that strategies remain aligned with the CNA and continue to address the needs of all students while driving academic growth and equity.

Bryan Independent School District

Rudder High School

Accountability Rating: C

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
September 22, 2026 at 09:02 AM

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

Summary

Rudder High School completed the comprehensive needs assessment during the spring of 2026. 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 2026-27 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

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 had 1,696 students in grades 9, 10, 11, and 12. Of our 1,696 students, 315 (18.6%) are African American, 1,103 (65%) are Hispanic, 237 (14%) are White, and 29 (1.7%) are Multi-Racial. These percentages have remained stable for African American, Hispanic, White, and Multi-Racial over the past three years.

Looking at other information, we see that we have 81.7% who are economically disadvantaged and 31.1% who are limited emergent bilingual students. Along with 4.4% Gifted and Talented and 16.25% Special Education programs, respectively. These percentages have remained stable for both Special Education and decreased in our Gifted and Talented over the past three years.

Rudder High School's Student Demographics from the 2021-22 school year through 2024-25 school year based on TAPR.

Student Demographics				
Subgroups	24-25	23-24	22-23	21-22
Total Number of Students	1696	1692	1769	1723
Female Student Total	830 / 48.9%	836 / 49.4%	876 / 49.5%	856
Male Student Total	866 / 51.1%	856 / 50.6%	893 / 50.5%	867
African American	18.60%	18.30%	19.10%	19.60%
Hispanic	65.00%	65.50%	64.20%	61.30%
White	14.00%	14.20%	14.50%	16.70%
Multi-Racial	1.70%	1.50%	1.60%	1.90%
Economically Disadvantaged	81.70%	79.30%	76.30%	78.60%
LEP	31.10%	32.20%	29.30%	26.30%
SPED	16.50%	15.50%	16.20%	16.00%
At-Rsk	86.20%	86.30%	85.00%	85.60%
GT	4.40%	4.80%	7.50%	8.60%

Rudder High School's Attendance Rate from the 2021-22 school year through 2024-25 school year based on TAPR.

Attendance Rate				
	24-25	23-24	22-23	21-22
State	93.90%	93.60%	93.30%	92.20%
District	94.00%	93.80%	93.10%	91.60%

Campus	92.20%	92.10%	90.70%	88.50%

Rudder High School's Graduation Rate from the 22021-22 school year through 2023-24 school year based on TAPR. 2024-25 not available at this time.

Graduation Rate				
	24-25	23-24	22-23	21-22
State		90.70%	90.30%	89.70%
District		93.60%	92.60%	90.30%
Campus		98.80%	97.50%	96.80%

Rudder High School's CCMR Rate from the 22021-22 school year through 2023-24 school year based on TAPR. 2024-25 not available at this time.

CCMR				
	24-25	23-24	22-23	21-22
State		81.80%	76.30%	70.00%
District		78.90%	72.20%	70.00%
Campus		88.90%	72.50%	76.80%

Strengths

Rudder High School has a demographic that is representative of the communities unique cultures perspectives.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	High percentage of students are identified as at-risk students.	Three quarters of the student population is identified as economically disadvantaged.

★ = Priority

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Student Learning

Summary

Spring 2023 STAAR EOC Results.

Charts 1 and 2 show Rudder HS over a period of time 2021-22 through 2024-25.

Chart 3 look at All Grades All Subjects comparing State, District, Rudder, and Demographics for the Spring 2025 STAAR EOC Results.

Charts 4 - 8 look at each subject individually comparing State, District, Rudder, and Demographics for the Spring 2025 STAAR EOC Results.

Chart 1

EOC STAAR Performance - At Approaches Grade Level or Abov				
EOC Course	24-25	23-24	22-23	21-22
English I	60%	53%	63%	52%
English II	60%	64%	66%	60%
Algebra I	58%	63%	53%	51%
Biology	84%	87%	81%	74%
US History	89%	93%	92%	89%

Chart 2

EOC STAAR Performance - At Approaches Grade Level or Abov				
All Grades/All Subjects	24-25	23-24	22-23	21-22
Campus	69%	70%	70%	64%
African American	58%	64%	62%	60%
Hispanic	69%	71%	69%	62%
White	78%	79%	83%	83%
Two or More Races	82%	-	76%	64%
Special Ed (Current)	42%	42%	50%	44%
Econ Disadv	68%	69%	67%	62%
EB/EL (Current & Monitored)	69%	67%	66%	55%

Chart 3

Spring 2025 STAAR All Grades All Subjects Results			
	Approaches	Meets	Masters
State	75%	50%	21%
District	66%	38%	13%

Rudder High School	69%	31%	6%
African American	58%	20%	3%
Hispanic	69%	32%	4%
White	78%	47%	14%
Two or More Races	82%	28%	8%
Special Ed (Current)	42%	12%	2%
Econ Disadv	68%	29%	5%
EB/EL (Current & Monitored)	69%	30%	4%

Chart 4

Spring 2025 STAAR EOC English I Results			
	Approaches	Meets	Masters
State	69%	49%	15%
District	60%	36%	7%
Rudder High School	60%	30%	5%
African American	49%	19%	1%
Hispanic	61%	31%	4%
White	69%	41%	10%
Two or More Races	67%	44%	11%
Special Ed (Current)	28%	9%	2%
Econ Disadv	60%	29%	4%
EB/EL (Current & Monitored)	61%	30%	5%

Chart 5

Spring 2025 STAAR EOC English II Results			
	Approaches	Meets	Masters
State	72%	55%	8%
District	63%	42%	5%
Rudder High School	60%	36%	2%
African American	39%	21%	2%
Hispanic	62%	37%	1%
White	73%	50%	8%
Two or More Races	100%	40%	0%
Special Ed (Current)	25%	11%	1%
Econ Disadv	57%	33%	0%
EB/EL (Current & Monitored)	59%	34%	0%

Chart 6

Spring 2025 STAAR EOC Algebra I Results			
	Approaches	Meets	Masters
State	78%	45%	27%
District	69%	29%	14%
Rudder High School	58%	12%	2%

African American	53%	6%	1%
Hispanic	57%	14%	2%
White	63%	17%	6%
Two or More Races	7500%	13%	0%
Special Ed (Current)	43%	13%	1%
Econ Disadv	58%	13%	2%
EB/EL (Current & Monitored)	60%	16%	3%

Chart 7

Spring 2025 STAAR EOC Biology Results			
	Approaches	Meets	Masters
State	92%	61%	21%
District	87%	44%	9%
Rudder High School	84%	38%	6%
African American	74%	18%	0%
Hispanic	84%	38%	3%
White	93%	60%	19%
Two or More Races	100%	14%	14%
Special Ed (Current)	63%	13%	0%
Econ Disadv	83%	35%	4%
EB/EL (Current & Monitored)	86%	41%	3%

Chart 8

Spring 2025 STAAR EOC U.S. History Results			
	Approaches	Meets	Masters
State	95%	68%	37%
District	90%	53%	26%
Rudder High School	89%	46%	19%
African American	84%	44%	16%
Hispanic	90%	42%	16%
White	96%	69%	39%
Two or More Races	71%	29%	14%
Special Ed (Current)	68%	14%	7%
Econ Disadv	89%	42%	17%
EB/EL (Current & Monitored)	91%	36%	14%

Strengths

987

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
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.	Vocabulary development is not regularly practiced by all students.
2	The rigor of classroom instruction is not meeting or exceeding the rigor needed to demonstrate successful academic progress on the STAAR exam.	Critical thinking and justification expectations for responses from students during instruction are limited.
3	Students struggle to write academically for quality and quantity.	Cross curricular writing opportunities are limited and unstructured.

★ = Priority

School Processes & Programs

Summary

During the 2025-26 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 the 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, IGCs (Individual Graduation Committees) were organized to support students in danger of not graduating.

The Class of 2024 4-year graduation rate was 98.8%, up from the Class of 2023 rate of 97.5%.

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 percentages for the 2024-25 school year can be seen in the table below compared to the previous three years:

Programs				
	24-25	23-24	22-23	21-22
Economically Disadvantaged	81.70%	79.30%	76.30%	78.60%
Section 504	10.20%	10.30%	9.60%	9.80%
LEP	31.10%	32.20%	29.30%	26.30%
Dyslexia	5.70%	6.10%	5.20%	4.70%
At-Rsk	86.20%	86.30%	85.00%	85.60%
ESL	31.10%	32.20%	29.20%	26.20%
GT	4.40%	4.80%	7.50%	8.60%
SPED	16.50%	15.50%	16.20%	16.00%

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	Root Cause
1	Rudder High School has experienced an increase in the campus dropout rate.	Students falling behind on credits have limited participation in 6-weeks credit recovery and Edgenuity during the school year.
2	Rudder High School has experienced limited student participation in AP exams and TSIA.	Financial limitations and uninformed students are a factor in the low participation number.
3	Rudder High School performed lower on STAAR assessments compared to state.	Quality Tier I instruction is not effective for all students resulting in academic disparities.

★ = Priority

Perceptions

Summary

Student Engagement

In general, the number of discipline incidents has increased compared to prior years. The top three offenses at Rudder High School were: Skipping while remaining on campus, failure to follow classroom/campus rules, and failure to follow directives.

Results from the student survey indicate that 87% of students say adults working on campus treat them 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's 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 the 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 the prior year's rate of 94%. The survey shows that 88% of parents feel their child's school is safe, which is up from the prior year's rate of 77%. Parents said that the school sees them as a partner in their child’s education, with a rate of 94%. This is an increase from the prior year's rate of 84%

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **Campus goals**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**

Student Data: Assessments

- [x] **STAAR End-of-Course current and longitudinal results, including all versions**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**

Student Data: Behavior and Other Indicators

- [x] **Completion rates and/or graduation rates data**
- [x] **Attendance data**
- [x] **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 ☑ High Priority

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 2027.

Evaluation Data Source: EOC STAAR testing achievement data

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

Funding Sources: IC's - 5 FTE's State Comp, $355,325

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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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: ICs will model strategies durng PLCs and/or in classrooms.

7 Step strategies will be presented at campus staff developments and artifacts will be collected to monitor the effectiveness of the strategy.

Staff Responsible for Monitoring: Administration
Instructional Coaches

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Funding Sources: Local Funds - Campus,

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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,

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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

Funding Sources: Local Funds - Campus,

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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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.

Funding Sources: State Comp,

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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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

Funding Sources: Local Funds - Campus,

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Strategy 7

Lexile development of each student will be addressed in each content core area and developed alongside content.

999

Strategy's Expected Result/Impact: Students will utilize HMH online, Writeable, College board online, Quill, and Read 180.

Funding Sources: Local Funds - Campus,

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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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

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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 2027.

Evaluation Data Source: EOC STAAR testing achievement data

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.

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Staff Responsible for Monitoring: Administration
Instructional Coaches
Teachers

Funding Sources: Local Funds - Campus,

Formative Reviews

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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

Funding Sources: Local Funds - District,

TEA Priorities: Build a foundation of reading and math

Formative Reviews

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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

Funding Sources: Local Funds - Campus,

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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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.

Funding Sources: Local Funds - Campus,

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

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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, Progress Learning, 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

Funding Sources: Instructional Resources State Comp,

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Strategy 6

An MTSS committee will be assembled and will discuss student academic and behavior concerns. Student needs, interventions, and MTSS 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

Funding Sources: Local Funds - District,

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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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

Funding Sources: Local Funds - District,

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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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

Funding Sources: Tutors (prof and paras), intervention materials State Comp, $14,661

TEA Priorities: Build a foundation of reading and math

Formative Reviews

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Performance Objective 3

AVID team will be selected and trained. They will facilitate strategies to the teachers to be implemented throughout the year.

1003

Evaluation Data Source: EOC and MAP testing data.

Strategy 1

Develop an AVID site team that receives targeted training and provides ongoing support to teachers through the facilitation and modeling of AVID strategies for consistent campus-wide implementation.

Strategy's Expected Result/Impact: The trained AVID team provides ongoing support and modeling for staff, leading to increased teacher confidence and campus-wide fidelity in the implementation of AVID methodologies.

Staff Responsible for Monitoring: Leader for AVID site team and Administrators

Formative Reviews

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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 2027.

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

Funding Sources: Employee travel/registration, staff development materials, and contracted services State Comp,

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

November	March	June

Strategy 2

Provide opportunities for currently certified teachers to earn additional teaching credentials, especially in critical needs areas. Teachers will also attend College Board Training to gain the certification to teach Advanced Placement courses.

Strategy's Expected Result/Impact: Content experts gaining additional certification for special education to co-teach, SAILS, BEST and ESL for teachers working with EB students

Staff Responsible for Monitoring: TTESS Appraisers
Special Education Department Chair
LPAC Team

Funding Sources: Local Funds - District,

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

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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

Funding Sources: Local Funds - Campus,

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

November	March	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

Funding Sources: Local Funds - Campus,

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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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 2027.

Evaluation Data Source: Sign-In sheets. Eduphoria workshop reports

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

Funding Sources: Local Funds - Campus,

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	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,

Formative Reviews

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Strategy 3

Strategies from the 7 Steps to a Language-Rich Interactive Classroom will be used for increasing engagement in all classrooms

Strategy's Expected Result/Impact: Administration
Instructional Coaches- At each stff development the ICs will present a lesson on 7 Steps.

Staff Responsible for Monitoring: Administration
Instructional Coaches

Funding Sources: Local Funds - Campus,

TEA Priorities: Build a foundation of reading and math

Formative Reviews

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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.

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,

Formative Reviews

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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

Staff Responsible for Monitoring: Administration
Instructional Coaches

Funding Sources: Local Funds - Campus,

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	March	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

Funding Sources: Local Funds - District,

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	March	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

Funding Sources: Local Funds - Campus,

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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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,

Formative Reviews

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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

Funding Sources: Local Funds - Campus,

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Strategy 10

Staff developments 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

Funding Sources: Local Funds - Campus,

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

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Strategy 11

Meet weekly with Department Heads and monthly with the ILT to create, plan, implement and evaluate departmental and school-wide instructional initiatives.

1010

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,

Formative Reviews

November	March	June

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 2027.

Evaluation Data Source: Teacher turnover rates

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

Funding Sources: Local Funds - Campus,

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

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Strategy 2

Create a positive environment by celebrating and affirming teachers and staff through events such as luncheons, staff night out, Shout Outs, and Teacher and Staff of the month and week.

Staff Responsible for Monitoring: Administration
PBIS

Funding Sources: Local Funds - Campus,

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

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Strategy 3

Communicate to staff the calendar of events and major activities happening at Rudder in a timely manner.

Strategy's Expected Result/Impact: Implement effective communication between administration and the staff.

Staff Responsible for Monitoring: Principal

Funding Sources: Local Funds - Campus,

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Strategy 4

Use good things, affirmations and launches at all meetings including faculty meetings

Staff Responsible for Monitoring: Administration

Funding Sources: Local Funds - Campus,

Formative Reviews

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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.

1012

Staff Responsible for Monitoring: Administration
PBIS

Funding Sources: Local Funds - Campus,

Formative Reviews

November	March	June

Strategy 6

RHS Handbook will be located in GOOGLE Drive to allow access by all staff members to be able to reference campus procedures, calendars and expectations

Strategy's Expected Result/Impact: Implement effective communication and accountability between administration and the staff.

Staff Responsible for Monitoring: Administration

Funding Sources: Local Funds - Campus,

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

November	March	June

Strategy 7

Teacher incentives and acknowledgements will be intentional and purposeful throughout the school year

Staff Responsible for Monitoring: Administration
PBIS
Department Heads

Funding Sources: Local Funds - Campus,

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

November	March	June

Strategy 8

1013

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.

Funding Sources: Local Funds - District,

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

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1014

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 Source: Stakeholder surveys.

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

Funding Sources: Local Funds - Campus,

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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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

Funding Sources: Local Funds - Campus,

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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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

Funding Sources: Local Funds - Campus,

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

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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.

1016

Strategy's Expected Result/Impact: Decrease repeat discipline incidents per student

Staff Responsible for Monitoring: Administration
MTSS Team
Foundations

Funding Sources: Local Funds - Campus,

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

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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,

Formative Reviews

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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,

Formative Reviews

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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,

Formative Reviews

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Strategy 8

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,

Formative Reviews

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Performance Objective 2

Proactively review student and staff needs to ensure that resources are provided for student success.

Evaluation Data Source: Stakeholder surveys.
Teacher conferences.

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,

Formative Reviews

November	March	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

Funding Sources: State Comp,

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	March	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

Funding Sources: Local Funds - Campus,

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	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,

Formative Reviews

November	March	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,

Formative Reviews

November	March	June

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

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

Funding Sources: Local Funds - Campus,

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	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

Funding Sources: Local Funds - Campus,

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	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,

Formative Reviews

November	March	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,

Formative Reviews

November	March	June

Strategy 5

Community members and current parents 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 and community members involvement

Staff Responsible for Monitoring: Administration
Department Heads
Foundations

Funding Sources: Local Funds - Campus,

Formative Reviews

November	March	June

Strategy 6

Parent Involvement for new families 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

Formative Reviews

November	March	June

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 2027.

Evaluation Data Source: EDGE courses and 6 weeks recovery completed.
Retention rate of 9th grade to 10 grade students.
Parent Conferences

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

Funding Sources: Local Funds - Campus,

TEA Priorities: Connect high school to career and college

Formative Reviews

November	March	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,

Formative Reviews

November	March	June

Performance Objective 2

Students will increase the amount of lessons completed in Edge Recovery to remain on track to graduate.

Evaluation Data Source: Students will complete 6 weeks and credit courses to remain on track to graduate.

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,

Formative Reviews

November	March	June

Strategy 2 ☑ Targeted Support Strategy

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

Funding Sources: Intervention Coord. State Comp,

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

Formative Reviews

November	March	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.

1024

Strategy's Expected Result/Impact: Increase graduation rate.
Monitor interventions in Branching Minds.

Formative Reviews

November	March	June

Performance Objective 3

Administration will partner with the Intervention Specialist to proactively prevent student dropouts, targeting 12th grade students.

Evaluation Data Source: EDGE, supports, tools, practical writing, math models, tutors, TSIA, attendance data

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,

Formative Reviews

November	March	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,

Formative Reviews

November	March	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,

Formative Reviews

November	March	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,

Formative Reviews

November	March	June

Performance Objective 4

Continue to increase the number of students enrolling in Dual Credit courses, AP courses and taking AP exams.

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

Funding Sources: Local Funds - Campus,

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	March	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

Funding Sources: Local Funds - Campus,

TEA Priorities: Connect high school to career and college

Formative Reviews

November	March	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

Funding Sources: Local Funds - Campus,

TEA Priorities: Connect high school to career and college

Formative Reviews

November	March	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

Funding Sources: Local Funds - Campus,

TEA Priorities: Connect high school to career and college

Formative Reviews

November	March	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.

Formative Reviews

November	March	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

Funding Sources: State Comp,

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

November	March	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

Formative Reviews

November	March	June

Performance Objective 5

End of Year Attendance Rate will be 93% or higher.

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,

Formative Reviews

November	March	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,

Formative Reviews

November	March	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,

Formative Reviews

November	March	June

State Compensatory Education

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

Funding Summary

Funding Summary

Local Funds - Campus

Goal	Performance 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
					1034

3	1	1	--	$0.00
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	Performance 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
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	1	8		--	$0.00
3	2	4		--	$0.00
3	3	4		--	$0.00
				Sub-Total	$0.00

State Comp

Goal	Performance 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

RUDDER HIGH SCHOOL
Bryan ISD

2025–2026

A comprehensive needs assessment was conducted with a broad range of stakeholders who examined relevant academic achievement data, such as state assessments, local benchmarks, and classroom performance data. The purpose was to understand our students' most pressing needs and root causes. The data analysis revealed specific areas of focus identified in the Campus Improvement Plan.

This plan is based directly on the CNA, serving as the required second step of our year-long improvement process to improve the total campus instructional program.

The campus implements a coordinated set of evidence-based strategies designed to provide opportunities for all students, including subgroups and those most at risk, to meet or exceed the State's challenging academic standards, strengthen the academic program, increase attendance, strengthen parent involvement, and provide ongoing high-quality professional development to attract, support, and retain highly effective teachers.

- Evidence-based instruction is delivered in all core subjects: reading, math, science, and social studies.
- Leadership teams hold data review meetings every 4–6 weeks to monitor growth and adjust interventions.
- Academic and non-academic strategies are integrated to address student learning and well-being.
- Evidence-based strategies, including social-emotional learning, restorative practices, counseling, and staff training, prevent and address bullying, violence,

and unsafe behaviors, with ongoing monitoring of behavioral data to guide interventions.

- Dropout prevention strategies are implemented by identifying at-risk students through attendance, grades, and engagement data and providing mentoring, credit recovery, flexible scheduling, accelerated instruction, and counseling to keep students on track to graduate.

- All instruction aligns with the Texas Essential Knowledge and Skills (TEKS).
- Students access a well-rounded, enriched, and accelerated curriculum that includes fine arts, STEM, and technology integration.
- Small-group instruction, supplemental digital tools, targeted tutoring, and additional learning time support mastery of standards.
- Postsecondary readiness activities prepare students for higher education and workforce opportunities.

- A Multi-Tiered System of Supports (MTSS) framework identifies and monitors at-risk students.
- Tiered instructional strategies, restorative practices, and social-emotional supports address academic and behavioral needs.
- Professional development builds staff capacity in effective instruction, use of data, and recruitment and retention of highly effective teachers and paraprofessionals.
- The campus supports teachers and paraprofessionals in meeting certification or qualification requirements, provides ongoing high-quality professional development, and implements initiatives to recruit, retain, and develop highly effective staff.

- Core instructional minutes are protected within the master schedule.
- Intervention and enrichment blocks are embedded to provide targeted supports and extensions.
- Extended learning opportunities include before- and after-school tutoring, summer programs, and accelerated coursework.
- Accelerated instruction is provided to students who did not meet proficiency on state assessments.

- Coordinated school health activities are implemented and evaluated through fitness checks, grades, attendance, and data on disadvantaged students, while ensuring that all students participate in the required moderate to vigorous physical activity.

- Students participate in enrichment opportunities such as music, art, robotics, and technology.
- Advanced coursework and acceleration pathways are provided for students demonstrating readiness for higher-level learning.

- At-risk indicators include assessment performance, attendance, behavioral data, and social-emotional concerns.
- Students identified through MTSS receive targeted academic and non-academic interventions.
- Counseling, mentoring, school-based mental health services, and supplemental social worker support are available to assist at-risk students.
- Targeted instruction, prioritized learning time, and supplemental tutoring address the needs of students most at risk of not meeting standards.
- Alternative education programs, dropout recovery initiatives, and flexible scheduling options are available for students in danger of disengaging from school.

- Collaboration with public Pre-K providers, Head Start, and childcare agencies supports early learning transitions into elementary school.
- Structured transition activities with feeder middle and high schools ensure students are prepared academically and socially for the next grade span.

The campus consolidates multiple funding sources to create a comprehensive schoolwide program, maximizing impact and reducing duplication.

These resources include: State Compensatory Education (SCE) and Additional federal, state, and local funds.

The effectiveness of the schoolwide program is monitored and evaluated throughout the year to ensure continuous improvement.

- State assessments, local benchmarks, classroom performance, attendance, and perception surveys.
- Progress monitoring cycles and feedback loops ensure strategies and activities are implemented effectively and achieve intended results.
- An annual review determines overall program effectiveness, particularly for students most at risk of not meeting standards, and informs revisions to the Campus Improvement Plan. As required under TEC §29.081, the district evaluates the effectiveness of all SCE-funded programs in reducing disparities in performance and dropout rates, and reports results in a public hearing.

This evaluation process ensures that strategies remain aligned with the CNA and continue to address the needs of all students while driving academic growth and equity.

Bryan Independent School District

Bryan High School

Accountability Rating: C

Distinction Designation:
Academic Achievement in Social Studies

2026-2027 Campus Improvement Plan

1042

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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

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

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	Root Cause
1	We are losing teachers who have 2 to 5 years of experience at a high rate.	New teachers are not being prepared adequately to enter the profession equipped with the tools they need.
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.	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.

★ = Priority

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%**

Strengths

- Algebra I Meets performance increased to 22% in 2025 from 17% in 2024
- Biology Domain 1 score increased to 75 in 2025 from 70 in 2024
- Biology EOC achievement increased in all performance categories (Approaches 80% to 86%, Meets 35% to 45%, and Masters 7% to 9%)
- US History Domain 1 score increased to 91 in 2025 from 90 in 2024
- US History EOC achievement increased in Approaches and Meets performance categories (Approaches 29% to 36% and Meets 58% to 63%)
- English I EOC achievement increased in Approaches and Meets performance categories (Approaches 53% to 56% and Meets 36% to 39%)
- English II EOC achievement increased in Masters performance category from 4% to 6%

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Algebra I, English 1, and English II EOC Meets and Masters level performance is below expectation.	Students are entering high school with significant learning gaps.
2	66% of students achieved the same level or lower on their TELPAS composite score in the spring of 2025.	Students do not have consistent access to research-based strategies for language learners in all content areas.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

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

Accountability Data

- [x] Texas Academic Performance Report (TAPR) data
- [x] Student Achievement Domain
- [x] Student Progress Domain
- [x] Closing the Gaps Domain
- [x] Effective Schools Framework data
- [x] Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- [x] Accountability Distinction Designations
- [x] Federal Report Card and accountability data
- [x] Alternative Education Accountability (AEA) data
- [x] Local Accountability Systems (LAS) data

Student Data: Assessments

- [x] State and federally required assessment information
- [x] STAAR current and longitudinal results, including all versions
- [x] STAAR End-of-Course current and longitudinal results, including all versions
- [x] STAAR released test questions

- [x] STAAR Emergent Bilingual (EB) progress measure data
- [x] Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- [x] 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
- [x] Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- [x] Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- [x] SAT and/or ACT assessment data
- [x] PSAT
- [x] Student failure and/or retention rates
- [x] Local diagnostic reading assessment data
- [x] Local benchmark or common assessments data

Student Data: Student Groups

- [x] Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- [x] Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- [x] Economically disadvantaged / Non-economically disadvantaged performance and participation data
- [x] Male / Female performance, progress, and participation data
- [x] Special education/non-special education population including discipline, progress and participation data
- [x] Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- [x] Section 504 data
- [x] Homeless data
- [x] Gifted and talented data
- [x] Dyslexia data
- [x] Response to Intervention (RtI) student achievement data
- [x] Dual-credit and/or college prep course completion data
- [x] STEM and/or STEAM data
- [x] Pregnancy and related services data

Student Data: Behavior and Other Indicators

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

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **Equity data**
- [x] **T-TESS data**
- [x] **T-PESS data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Capacity and resources data**
- [x] **Budgets/entitlements and expenditures data**
- [x] **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 ☑ High Priority

BHS will increase the student performance on the English 1 and 2 EOC to a Domain 1 scaled score of 74. This will be done through targeted interventions, Tiering EB and Sped students for support, and increased TIL walks with direct feedback to teachers.

Evaluation Data Source: Spring EOC scores
DBAs
Pre/post tests
Benchmarks

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

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

Funding Sources: IC's State Comp, $355,325, Instructional Subscriptions and Instructional supplies State Comp, $93,000

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	March	June

Strategy 2 ☑ Targeted Support Strategy

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

Funding Sources: Edgenuity Lab, student computers State Comp, $10,000

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	March	June

Strategy 3

We will provide remediation opportunities for ELA to increase the EB and other at-risk 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

Formative Reviews

November	March	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

Formative Reviews

November	March	June

Performance Objective 2 ☑ High Priority

BHS will increase the student performance on the Algebra I EOC to a Domain 1 Scaled score of 74.

Evaluation Data Source: Spring EOC scores
DBAs
Concept Quizzes
Pre/post tests
Benchmarks

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

Formative Reviews

November	March	June

Strategy 2

Assign students to classes which will meet their 1418 requirement. Tutors will also be hired to assist in these classes to provide small group instruction for at-risk students.

Strategy's Expected Result/Impact: Strategically schedule students into TIA designated classes to meet the 1418 requirements. Differentiate instruction based on student needs. Tier EB and SPED students to allow for greater opportunity to work with small groups.

Staff Responsible for Monitoring: Teachers
IC's
Counselors
Admin

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	March	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

Funding Sources: Items for students who win games and make improvements Local Funds - Campus, $500

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	March	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

Funding Sources: State Comp,

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	March	June

Performance Objective 3 ☑ High Priority

BHS will increase the percentage of students achieving Meets Grade Level on the Biology and US History EOC by 3 percentage points on Spring 2027 STAAR assessments as compared to Spring 2026.

Evaluation Data Source: Spring EOCs
DBAs
CBAs
Concept Quizzes
Benchmarks

Pre/post tests

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

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

Funding Sources: IC's State Comp, $355,325, Instructional Subscriptions and Instructional supplies State Comp, $93,000

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	March	June

Strategy 2

Biology and US History 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

Formative Reviews

November	March	June

Performance Objective 4

"Night School" will be provided to at-risk students to recover or maintain credits needed for graduation requirements.

Evaluation Data Source: Report cards
Transcripts
Reduced dropout rate

Strategy 1

Counselors will meet with students at risk of not graduating providing information of steps to recover the credit they have lost.

Staff Responsible for Monitoring: Counselors
Admin

Funding Sources: State Comp,

Formative Reviews

November	March	June

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. The school will also form committees for academics, attendance, behavior and culture

Evaluation Data Source: Administrative walkthroughs
Behavior Referral data
Attendance tracking
Lower referrals from this year compared to last
Increased STAAR scores across all contents
Utilization of anti smoking posters

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

Formative Reviews

November	March	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

Formative Reviews

November	March	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

Formative Reviews

November	March	June

Performance Objective 2 ☑ High Priority

Increase attendance rate to 94% for the year

Evaluation Data Source: Attendance Reports, TAC.

Strategy 1

Teachers implementing Viking Visits (individual meeting with students) to discuss attendance, discipline, and academics.

Strategy's Expected Result/Impact: Improvement in all three areas.

Staff Responsible for Monitoring: Teachers
Admin

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	June

Strategy 2

BHS staff members will engage families through phone calls and home visits of chronically absent students.

Strategy's Expected Result/Impact: Get students back in school. Improve attendance. Improve grades.

Staff Responsible for Monitoring: Admin

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	June

Strategy 3

Attendance will be monitored and expectations communicated home through truancy and tardy emails.

Strategy's Expected Result/Impact: Increased parental communication

Staff Responsible for Monitoring: Sheri Parker/APs

TEA Priorities: Improve low-performing schools

Formative Reviews

November	March	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

Formative Reviews

November	March	June

Performance Objective 3

Increase parental involvement

1067

Evaluation Data Source: PTSO, volunteer and fundraising activities

Strategy 1

Increase the parent involvement through a variety of activities, organizations and communication. These include increased membership in the PTSO, active engagement within school functions (Dances, fundraisers, Advanced Academics night). The school will also actively engage families with open communication using increased Social Media and Bi-weekly newsletters.

Strategy's Expected Result/Impact: Increased positive perceptions in the community and more parental involvement at school functions

Staff Responsible for Monitoring: Principal and Assistant Principal

Formative Reviews

November	March	June

Goal 3 Equip all students with the knowledge and skills necessary for postsecondary success.

Performance Objective 1 ☑ High Priority

Increase the number of students meeting CCMR standards by 3 percentage points as compared to 2026.

Evaluation Data Source: CCMR tracker; CCMR yearly summary; TEA CCMR score

Strategy 1

Teachers will design and deliver rigorous, college-level instruction after attending PD sessions related to their topic areas. This will occur even while teachers are off campus by having overflow classrooms in the cafeteria where teachers can deliver instruction to large groups. The school will utilize state comp money to purchase a audio system capable of allowing for instruction to dozens of students.

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

Formative Reviews

November	March	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.

Formative Reviews

November	March	June

Performance Objective 2

BHS will increase the number of TSI tests given to 11th grade students throughout the year.

Evaluation Data Source: TSI data collection

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

Formative Reviews

November	March	June

State Compensatory Education

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

We are providing "Night School" for at-risk students to attend to complete courses required for graduation. Tutors are being assigned t
acceleration classes in order to help at-risk students prepare for the STAAR/EOC.

Funding Summary

Funding Summary

Local Funds - Campus

Goal	Performance 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
1	3	2	Items for students as they show progress	--	$500.00
				Sub-Total	$1,500.00

State Comp

Goal	Performance 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
1	2	4		--	$0.00
1	3	1	IC's	--	$355,325.00
1	3	1	Instructional Subscriptions and Instructional supplies	--	$93,000.00
1	4	1		--	$0.00
				Sub-Total	$921,650.00

TRAVIS B. BRYAN HIGH SCHOOL
Bryan ISD

2025–2026

A comprehensive needs assessment was conducted with a broad range of stakeholders who examined relevant academic achievement data, such as state assessments, local benchmarks, and classroom performance data. The purpose was to understand our students' most pressing needs and root causes. The data analysis revealed specific areas of focus identified in the Campus Improvement Plan.

This plan is based directly on the CNA, serving as the required second step of our year-long improvement process to improve the total campus instructional program.

The campus implements a coordinated set of evidence-based strategies designed to provide opportunities for all students, including subgroups and those most at risk, to meet or exceed the State's challenging academic standards, strengthen the academic program, increase attendance, strengthen parent involvement, and provide ongoing high-quality professional development to attract, support, and retain highly effective teachers.

- Evidence-based instruction is delivered in all core subjects: reading, math, science, and social studies.
- Leadership teams hold data review meetings every 4–6 weeks to monitor growth and adjust interventions.
- Academic and non-academic strategies are integrated to address student learning and well-being.
- Evidence-based strategies, including social-emotional learning, restorative practices, counseling, and staff training, prevent and address bullying, violence, and unsafe behaviors, with ongoing monitoring of behavioral data to guide interventions.

- Dropout prevention strategies are implemented by identifying at-risk students through attendance, grades, and engagement data and providing mentoring, credit recovery, flexible scheduling, accelerated instruction, and counseling to keep students on track to graduate.

- All instruction aligns with the Texas Essential Knowledge and Skills (TEKS).
- Students access a well-rounded, enriched, and accelerated curriculum that includes fine arts, STEM, and technology integration.
- Small-group instruction, supplemental digital tools, targeted tutoring, and additional learning time support mastery of standards.
- Postsecondary readiness activities prepare students for higher education and workforce opportunities.

- A Multi-Tiered System of Supports (MTSS) framework identifies and monitors at-risk students.
- Tiered instructional strategies, restorative practices, and social-emotional supports address academic and behavioral needs.
- Professional development builds staff capacity in effective instruction, use of data, and recruitment and retention of highly effective teachers and paraprofessionals.
- The campus supports teachers and paraprofessionals in meeting certification or qualification requirements, provides ongoing high-quality professional development, and implements initiatives to recruit, retain, and develop highly effective staff.

- Core instructional minutes are protected within the master schedule.
- Intervention and enrichment blocks are embedded to provide targeted supports and extensions.
- Extended learning opportunities include before- and after-school tutoring, summer programs, and accelerated coursework.
- Accelerated instruction is provided to students who did not meet proficiency on state assessments.
- Coordinated school health activities are implemented and evaluated through fitness checks, grades, attendance, and data on disadvantaged students, while

ensuring that all students participate in the required moderate to vigorous physical activity.

- Students participate in enrichment opportunities such as music, art, robotics, and technology.
- Advanced coursework and acceleration pathways are provided for students demonstrating readiness for higher-level learning.

- At-risk indicators include assessment performance, attendance, behavioral data, and social-emotional concerns.
- Students identified through MTSS receive targeted academic and non-academic interventions.
- Counseling, mentoring, school-based mental health services, and supplemental social worker support are available to assist at-risk students.
- Targeted instruction, prioritized learning time, and supplemental tutoring address the needs of students most at risk of not meeting standards.
- Alternative education programs, dropout recovery initiatives, and flexible scheduling options are available for students in danger of disengaging from school.

- Collaboration with public Pre-K providers, Head Start, and childcare agencies supports early learning transitions into elementary school.
- Structured transition activities with feeder middle and high schools ensure students are prepared academically and socially for the next grade span.

The campus consolidates multiple funding sources to create a comprehensive schoolwide program, maximizing impact and reducing duplication.

These resources include: State Compensatory Education (SCE) and Additional federal, state, and local funds.

The effectiveness of the schoolwide program is monitored and evaluated throughout the year to ensure continuous improvement.

- State assessments, local benchmarks, classroom performance, attendance, and perception surveys.
- Progress monitoring cycles and feedback loops ensure strategies and activities are implemented effectively and achieve intended results.
- An annual review determines overall program effectiveness, particularly for students most at risk of not meeting standards, and informs revisions to the Campus Improvement Plan. As required under TEC §29.081, the district evaluates the effectiveness of all SCE-funded programs in reducing disparities in performance and dropout rates, and reports results in a public hearing.

This evaluation process ensures that strategies remain aligned with the CNA and continue to address the needs of all students while driving academic growth and equity.

11. **Closed Session**

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

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

    11.C. Discuss Issues Related to the Purchase, Exchange, Lease, or Value of Real Property - Texas Government Code Section 551.072

12. **Reconvene in Open Session**
13. **Adjourn**

Posted: Tuesday, September 22, 2026, at 5:20 p.m.

For the Board of Trustees