Brazosport Independent School District

District Improvement Plan

2025-2026

Accountability Rating: C

Board Approval Date: October 27, 2025
Public Presentation Date: October 27, 2025

Mission Statement

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

Vision

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

Value Statement

1. Every child deserves the highest quality education.

2. Everyone is accountable for student success.

3. Students find purpose through connections with their schools.

4. Collaborative partnerships are vital to strengthening the learning experience.

5. We value and support the contributions of our staff.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

The comprehensive needs assessment was conducted during the spring of 2025. Data for review was gathered throughout the spring. Members of the District Educational Improvement Council (DEIC) met with Cabinet-level leaders and their departments to analyze department performance data, the impact of department strategies on improving the district in 2024-2025 and to determine problem areas and their root causes that needed to be addressed in 2025-2026. Those teams then prepared presentations that were delivered to the DEIC on May 8, 2025. Included in their presentations were their CNA findings, along with the problem statements and root causes they identified. In June and July, Cabinet leaders continued to meet with their department teams to develop draft strategies to be implemented in 2025-2026 that would address their identified needs. Identified needs were tweaked based on the receipt of assessment data, end-of-year screener reports, graduation and dropout data, preliminary state accountability reports, department reports and the receipt of federal and state supplemental funding planning amounts.

Demographics

Demographics Summary

The most significant impact to district demographics were the continued drop in enrollment combined with attendance percentage rates that continue to be 2% or more below pre-COVID levels. Both have a direct impact on district funding.

District enrollment was officially 11,11169 students, which was a 188 student decrease below 2023-2024.

Student attendance for 2024-2025 was 92.8%, up from 92.6% in 2023-2024.

The population percentages of all racial-ethnic groups remained steady.

- AA/Black: 7.1%
- Hispanic: 56.8%
- White: 30.6%
- Asian: 1.5%
- All others: 4.0%

Lagging indicator reports include completion and dropout rates, along with attendance. The district four-year completion (graduation) rate for 2023-2024 was 91.9%, which was an increase of 0.8% over 2022-2023 (91.1%). The completer rate by population was:

- AA/Black: 88.9%
- Hispanic: 92.2%
- White: 92.0%
- Eco Dis: 90.0%
- English Learners: 88.9%
- Special Education: 78.7%

The grades 9-12 dropout rate for the district improved from 1.5% to 1.4%. The dropout rate by population group was:

- AA/Black: 1.5%
- Hispanic: 1.5%
- White: 1.4%
- Eco Dis: 1.8%
- English Learners: 3.3%
- Special Education: 1.6%

The percentage of Emergent Bilingual/English Learner students decreased from 14.3% to 13.8%. For the eighth consecutive year, the percentage of students receiving special education services increased. The current rate of 18.5% is an increase of 1.3% over last year and a 11% increase since 2017. The percentage of homeless students decreased slightly from 2.5% to 2.3%, while the percentage of at-risk students increased from 51.2% to 51.3%. The percentage of students identified as Gifted and Talented increased from 11.9% to 12.2%. The percentage of Economically Disadvantaged students decreased from 67.3% to 63.5%.

Staffing shortages throughout the state continue to impact our ability to staff each and every classroom with highly effective teachers, specifically in special program areas and secondary core.

The percentage of campus administrators, 2.8%, was below that of the state, 3.3%.

Total teachers decreased from 850.7 to 838.6. The percentages of teachers by ethnicity were:

- African American: 7.9%
- Hispanic: 21.1%
- White: 68.7%
- All others: 2.4%

Teachers by years of experience were:

- Beginning teachers: 9.3%, up from 13.7%
- 1-5 years: 27.5%, up from 24.6%
- 6-10 years: 19.9%, down from 22.0%
- 11-20 years: 26.3%, up from 23.6%
- Over 20 year: 17.0%, up from 16.0%

The teacher turnover rate was 20.2%, which was above the state rate of 19.1% and the district rate of 18.7% from 22-23. The student to teacher pupil to teacher ratio was 13.5 compared to the state, which was 14.7.

Discipline referrals were down by 13.4% in 2024-2025.

- DAEP Placements are down from 398 in 23-24 to 350 in 24-25
- The DAEP Discretionary Placement Rate fell from 1.9% in 2023-2024 to 1.5% in 2024-2025
- SPED DAEP numbers are 4.6% (IEP) and 3% (non-IEP) compared to 5% and 3% respectively
- There were 68 fewer OSS assignments in 2024-2025
- There were 353 fewer ISS assignments in 2024-2025
- Overall referrals were down from 2023-2024 by 13.4%
- The DAEP Recidivism rate for students receiving two or more assignments in the same year was 14% for 2024-2025, down from 15.2% in 2023-2024

Demographics Strengths

- Graduation/Completer Rates were up
- The Brazos Success Academy graduated 98 students in 24-25
- Dropout rates are down significantly
- Student to Teacher ratios continue to be well below the state average

- Student attendance increased in 2024-2025 from 92.6% to 92.8%
- Highly qualified staff - School Counselors and Licensed Professional Counselors
- Licensed Professional Counselor at both High Schools
- The dropout rate for students identified as homeless has been reduced from 16.8% to 8.9% over the past three years
- DAEP Placements are down from 398 in 23-24 to 350 in 24-25
- The DAEP Discretionary Placement Rate fell from 1.9% in 2023-2024 to 1.5% in 2024-2025
- SPED DAEP numbers are 4.6% (IEP) and 3% (non-IEP) compared to 5% and 3% respectively
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Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Declining Enrollment and Average Daily Attendance are reducing state aid.
Root Cause: Attendance rates continue to be below pre-COVID levels.

Problem Statement 2 (Prioritized): Staffing shortages throughout the state continue to impact our ability to staff each and every classroom with highly-qualified teacher, specifically in special education (self-contained) and secondary core.
Root Cause: Declining enrollment in EPPs and reduction in candidates seeking certification in high need areas impacts the number of highly qualified teachers entering the profession.

Student Learning

Student Learning Summary

The improvement plan will address the following weaknesses identified during the Comprehensive Needs Assessment:

- STAAR MEETS data from 2025 show:
  - Secondary performance is generally below the same level of performance as the state.
  - English I & II, Algebra 1 and US History performance declined in 2025.
  - STAAR data suggest that students from a variety of backgrounds are not performing at the same levels as peers. There remains an opportunity to close learning gaps. African American students and current special education students tend to demonstrate the lowest levels of performance on STAAR.
  - STAAR and internal assessment data indicate students struggle with demonstrating learning through writing both extended and short-constructed responses.
  - Walkthrough data suggests that Tier 1 instructional priorities have yet to be universally and consistently implemented in classrooms throughout the district.
  - Despite a 13% increase in the CCMR percentage in 2024, the district 75% continues to trail the state CCMR percentage, which in 2025 was 82%.
  - The most recently available data shows that BISD's percentage for TSIA completers lags the state and region.
  - BISD's graduation rate exceeds that of the state.
  - The trend of declining dropout rates continued in 2024, and appears to be even better in 2025.

Overall, BISD STAAR performance for all subjects:

STAAR Performance	Performance Level	2025	2024	Change
All Subjects				
	Approaches	72%	74%	-2
	Meets	45%	45%	0
	Masters	17%	15%	+2
ELA/Reading				
	Approaches	72%	74%	-2
	Meets	48%	50%	-2
	Masters	17%	17%	0
Mathematics				
	Approaches	72%	74%	-2

STAAR Performance	Performance Level	2025	2024	Change
	Meets	45%	44%	+1
	Masters	18%	16%	+2
Science				
	Approaches	74%	72%	+2
	Meets	42%	36%	+6
	Masters	12%	9%	+3
Social Studies				
	Approaches	72%	78%	-6
	Meets	38%	42%	-4
	Masters	16%	18%	-2

Both the four-year federal and state graduation rates for BISD were higher for the class of 2024 compared to the class of 2023. However, the five- and six-year rates were higher.

Completer Rate	Graduation Rate	Classes of 2024, 2023, 2022	Classes of 2023, 2022, 2021	Change
District Federal				
	Four-year	90.1%	89.6%	+0.5
	Five-year	91.8%	89.1%	+1.7
	Six-year	89.2%	90.8%	-0.4
District State				
	Four-year	91.9%	91.1%	+0.8
	Five-year	93.2%	91.4%	+2.8

Completer Rate	Graduation Rate	Classes of 2024, 2023, 2022	Classes of 2023, 2022, 2021	Change
	Six-year	91.6%	92.7%	-1.1

Both the 2024 federal and state dropout rates for grades 7-8, 9-12 and 7-12 decreased over 2023.

Dropout Rate	Grade span	Class of 2024	Class of 2023	Change
District Federal				
	7-8	0.3%	0.6%	-0.3
	9-12	1.6%	1.8%	-0.2
	7-12	1.2%	1.4%	-0.2
District State				
	7-8	0.3%	0.6%	-0.3
	9-12	1.4%	1.5%	-0.1
	7-12	1.0%	1.2%	-0.2

The percentage of students who earned CCMR credit increased significantly from the class of 2022 to the class of 2023.

CCMR	Measure	Class of 2024	Class of 2023	Change
District	State	75%	62%	+13

Growth results:

Academic Growth	Measure	2024	2023	Change
District	Reading and Math Growth and Acceleration	63%	63%	0

Student Learning Strengths

- Students at the 3rd and 4th grade level outperform the state in reading and math.
- Students in 7th and 8th grade are generally improving in performance when compared to the state in math, reading, science, and social studies.
- At the high school level, students who exceed the state in Algebra I.
- Professional development and walkthroughs show evidence that an increasing number of classrooms are implementing high-leverage instructional practices referred to as Tier 1 priorities.
- Students have access to free TSI, AP, PSAT, and SAT testing. Students have access to free dual credit opportunities.
- Students demonstrate higher levels of success in dual credit courses than their non-dual credit peers based on data shared by Brazosport College.
- Campuses have implemented a system to assess more students via TSIA after recognizing that many of our students who are going to college and are successful are leaving us without meeting a CCMR indicator.
- Career and military-ready graduates exceed the state average by 6%.
- Continuous curriculum-based content training routinely scheduled throughout the school year (August, October and February)
- Dedicated District PD Day for PD Pathway topics (January)
- In-District conferences for all staff including the BISD PLC Bootcamp and Special Services Conference.
- Summative conferences include PD conversations with teachers, driving Summer PD courses and earning of Exchange hours

Problem Statements Identifying Student Learning Needs

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

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

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

Problem Statement 4 (Prioritized): The results from our current evaluation (TTESS) and feedback system shows a lack of alignment between teacher performance ratings and actual student growth outcomes. Additionally, the time-intensive nature of these evaluations presents a significant burden, reducing the capacity for meaningful feedback and consistent implementation.
Root Cause: The current evaluation process relies on subjective observations and lacks systematic integration of student growth data, and we are lacking streamlined tools to support efficient, consistent, and actionable feedback.

Problem Statement 5 (Prioritized): Staffing shortages throughout the state continue to impact our ability to staff each and every classroom with highly-qualified teacher, specifically in special education (self-contained) and secondary core.
Root Cause: Declining enrollment in EPPs and reduction in candidates seeking certification in high need areas impacts the number of highly qualified teachers entering the profession.

Problem Statement 6 (Prioritized): There is a lack of professional learning and collaboration opportunities for vertical alignment of content past the three regularly scheduled District PD content days.
Root Cause: There is a need for opportunities for teachers to collaborate with grade levels within the content area to vertically align content and expectations throughout the school

year.

Problem Statement 7 (Prioritized): There is a need for more defined PD Pathways for non-teaching roles throughout the District.
Root Cause: While PD Pathways are consistent and defined for teaching staff, professional learning expectations are inconsistent or unclear for specialized roles such as Coordinators, Paraprofessionals and Support Staff.

District Processes & Programs

District Processes & Programs Summary

BISD Counselors and Behavior Technicians are well-trained to do their jobs effectively, and Licensed Professional Counselors at the high school campuses are working to meet students' mental health needs. The SEL & Behavioral Support site is well developed and available to all staff with district resources & guidance on how to use the available tools to support students. Leadership Teaming, Policy and Systems Support, and Local Implementation Demonstration Sites are effectively in place to support PBIS implementation.

The dropout rate for students identified as homeless improved from 22% (2019) to 6.9% (2024) thanks to the efforts of BISD's At-Risk Coordinator and her team. The district continues to provide Capturing Kids Hearts training and the emphasis is strong at secondary campuses - 5 National Showcase Schools (Brazoswood HS, Brazoswood HS H.E. Marcum 9th Grade Center, Clute Intermediate School, Rasco Middle School, and Lanier Elementary School). Ths year, the district added CHAPMPS at the elementary school level. The use of Graduation Alliance as an online Optional Flexible School Day program for students who have dropped out of school has offered an option for recovering drop out students, as well as supporting students who need the flexibility of a 24-7 online education option. This year, the program enrolled

Police Officers and/or Level III Security at every campus & Security Specialists at all secondary campuses continue to provide a layer of security for students and staff at each BISD campus. Threat and Bullying reporting systems are now in place district-wide. As a result, bullying concerns were substantially reduced in 2023-2024 as compared to previous years.To prepare for the possibility of Fentanyl overdose on a campus, nurses, athletic trainers, campus administrators, and counselors were trained on the use of and equipped with Fentanyl response (Narcan). The district added an additional layer of quick response to crises by adding Centegix, Zero Eyes, and Security Cameras in abundance in every building. Finally, campus Threat Assessment teams at the campus- and district-levels were trained on how to effectively and efficiently assess possible threats. All of the efforts to support students and staff illustrated above resulted in 92% of staff indicating that they feel safe at school.

District Processes & Programs Strengths

- Highly qualified staff - School Counselors and Licensed Professional Counselors
- Counselors track data which helps plan for professional development needs
- LPC at both High Schools (1 at Bport, 2 at Bwood)
- Increasing partnerships with outside organizations to fill gaps in mental health supports
- The dropout rate for students identified as homeless has been reduced from 16.8% to 8.9% over the past three years
- Staff equipped with SPAT (Centegix) for immediate actions
- Response protocols are in place for staff and students
- Safety trainings are in place (NIMS, Stop the Bleed, etc.)
- DAEP Placements are down from 23-24 to 24-25
- SPED DAEP numbers are 4.6% (IEP) and 3% (non-IEP) compared to 5% and 3% respectively
- OSS are down for all students
- OSS reduced for Sped and non-sped
- EcoD 29.7% to 35.3% (Non-EcoD)
- EcoD proportionality rates all below 2.0
- Changes in the structure and expectations at the DAEP have led to a decrease in recidivism
- The web page was improved and safety and security enhancements were publicized
- 90.3% of parents said their children felt safe at school
- 94.1% of staff feel safe at school
- SSO - Single sign on. One username / password for multiple applications
- 1:1 chromebook (District wide. PK - 12 grade)

- Enhanced and robust wide area network, highly available network with no single point of failure.
- Enhanced internet connectivity. No single point of failure.
- Robust firewall to protect the district's systems and data.
- Robust web filter to monitor digital safety.
- Enhanced cybersecurity - Multi-factor authentication, EDR, patch management, external scans from CISA, Windows and Chrome OS automatic updates, phishing simulation and training - KnowBe4

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): Walkthroughs of campuses revealed that safety protocols for substitutes are in need of continued refinement to ensure that they are equipped for crisis situations.
Root Cause: Campus safety protocols with substitutes is fluid since this happens during a high work period each morning. Campuses need identified safety designees with outlined, systematic processes to ensure substitutes are prepared for crisis situations.

Problem Statement 2 (Prioritized): The district experiences disruptions to communication and learning tools due to infrastructure vulnerabilities and system dependencies.
Root Cause: Power outages at the Admin building create phone outages district-wide, SIS authentication depends on uninterrupted internet connectivity, lack of backup power solutions, centralized systems and services are hosted on-premises without cloud failover or redundant service.

Problem Statement 3 (Prioritized): The district's technology devices and infrastructure face sustainability challenges due to heavy reliance on bond funding and limited local funding options.
Root Cause: Limited local funds for hardware refresh or technology upgrades, end of life hardware/ software accumulating due to funding gaps, and a decline in low-income student population affecting E-Rate percentages.

Problem Statement 4 (Prioritized): Limited fundraising across all campuses.
Root Cause: Fundraising efforts are not consistently implemented across all campuses.

Problem Statement 5 (Prioritized): There is a lack of professional learning and collaboration opportunities for vertical alignment of content past the three regularly scheduled District PD content days.
Root Cause: There is a need for opportunities for teachers to collaborate with grade levels within the content area to vertically align content and expectations throughout the school year.

Problem Statement 6 (Prioritized): There is a need for more defined PD Pathways for non-teaching roles throughout the District.
Root Cause: While PD Pathways are consistent and defined for teaching staff, professional learning expectations are inconsistent or unclear for specialized roles such as Coordinators, Paraprofessionals and Support Staff.

Problem Statement 7 (Prioritized): Many organizations have social media sites where they post the successes and accomplishments of their students, but they are not informing our district marketing and communications team resulting in missed opportunities to reach a larger audience.
Root Cause: Processes and procedures are needed for organizations and campuses to followed to inform the marketing and communications team about the accomplishments of students and staff that can be shared on the district website, social media platforms, and through news releases.

Problem Statement 8 (Prioritized): Declining Enrollment and Average Daily Attendance are reducing state aid.
Root Cause: Attendance rates continue to be below pre-COVID levels.

Problem Statement 9 (Prioritized): High-leverage instructional strategies of focus (Tier 1 Priorities) are not universally and consistently observed across the district likely resulting in lower levels of learning, especially for the most vulnerable learners in all content areas.

Root Cause: There is a need for additional professional development focused on the practicing and monitoring of strategies and adopted resources as well as the development of additional resources to support implementation.

Problem Statement 10 (Prioritized): Students struggle with demonstrating learning through writing both extended and short-constructed responses.
Root Cause: Additional time, professional development, campus / district-based monitoring and support are needed to see systematic implementation of frequent writing practices in all content areas.

Problem Statement 11 (Prioritized): Brazosport ISD graduates are below the state level of performance for College Readiness as evidenced by assessment results such as SAT, TSI, and AP.
Root Cause: There is a lack of professional development regarding the expectations of rigor for college-ready measures and increasing awareness of opportunities within the district to support success.

Problem Statement 12 (Prioritized): The results from our current evaluation (TTESS) and feedback system shows a lack of alignment between teacher performance ratings and actual student growth outcomes. Additionally, the time-intensive nature of these evaluations presents a significant burden, reducing the capacity for meaningful feedback and consistent implementation.
Root Cause: The current evaluation process relies on subjective observations and lacks systematic integration of student growth data, and we are lacking streamlined tools to support efficient, consistent, and actionable feedback.

Problem Statement 13: Analysis of discipline and mental health data both indicate that the frequency and severity of internalizing and externalizing problematic behavior remain high.
Root Cause: Students continue to exhibit increased mental health and behavioral support needs as well as regression in social/emotional skills due to a lack of practice in self regulation and communication skills.

Problem Statement 14 (Prioritized): Data from the mental health incident reports show an increase in contacts with students experiencing serious mental health issues at the middle, intermediate, and high school levels.
Root Cause: The increase in mental health issues is largely driven by a deficiency in student resiliency skills. This deficiency stems from limited structured opportunities for students to build emotional regulation, coping strategies, and adaptive problem-solving skills during various developmental stages.

Perceptions

Perceptions Summary

[24-25 Student Survey Results]

[24-25 Campus Staff Results]

[24-25 Administration/Itinerant Staff Results]

[24-25 Parent Survey Results]

Perceptions Strengths

- 93% of parents felt that their child was a successful learner in 2024-2025.
- 89.9% of students felt that they were successful learners in 2024-2025.
- 83% of parents rated their child's school experience as a 7 or above on a scale of 1 to 10.
- 85% of parents indicated that their child's teachers kept them well informed about their child's progress and grades.
- 90% of parents said that their child felt safe at school this year.
- 90% of students said that they felt safe at school this year.
- 89% of parents said that their child's campus welcomed their participation.
- 89% of students said that their teachers made their classrooms positive and welcoming.
- 93% of students said that they understand the school's behavior expectations and rules.
- 91% of parents said that the office staff at their child's school was friendly and helpful when they had questions or needed information.
- 88% of parents said that they would recommend their child's school to another family.
- 92% of campus staff felt supported by their principal/supervisor.
- 95% of itinerant and administrative staff felt supported by their supervisor.
- 92.5% of campus staff said they are provided adequate resources to implement their job role effectively.
- 90.5% of itinerant and administrative staff said they are provided adequate resources to implement their job role effectively.
- 94% of campus staff said they feel safe on their campus or in their department.
- 92.1% of itinerant and administrative staff said they feel safe on their campus or in their department.
- 91% of campus staff said they would recommend BISD to a potential employee.
- 89% of itinerant and administrative staff said they would recommend BISD to a potential employee.
- 82% of campus staff rated their overall work experience this year as a 7 or above on a scale of 1 to 10.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Many organizations have social media sites where they post the successes and accomplishments of their students, but they are not informing our district marketing and communications team resulting in missed opportunities to reach a larger audience.
Root Cause: Processes and procedures are needed for organizations and campuses to followed to inform the marketing and communications team about the accomplishments of students and staff that can be shared on the district website, social media platforms, and through news releases.

Priority Problem Statements

Problem Statement 1: Declining Enrollment and Average Daily Attendance are reducing state aid.

Root Cause 1: Attendance rates continue to be below pre-COVID levels.

Problem Statement 1 Areas: Demographics - District Processes & Programs

Problem Statement 2: High-leverage instructional strategies of focus (Tier 1 Priorities) are not universally and consistently observed across the district likely resulting in lower levels of learning, especially for the most vulnerable learners in all content areas.

Root Cause 2: There is a need for additional professional development focused on the practicing and monitoring of strategies and adopted resources as well as the development of additional resources to support implementation.

Problem Statement 2 Areas: Student Learning - District Processes & Programs

Problem Statement 3: Students struggle with demonstrating learning through writing both extended and short-constructed responses.

Root Cause 3: Additional time, professional development, campus / district-based monitoring and support are needed to see systematic implementation of frequent writing practices in all content areas.

Problem Statement 3 Areas: Student Learning - District Processes & Programs

Problem Statement 4: There is a lack of professional learning and collaboration opportunities for vertical alignment of content past the three regularly scheduled District PD content days.

Root Cause 4: There is a need for opportunities for teachers to collaborate with grade levels within the content area to vertically align content and expectations throughout the school year.

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

Problem Statement 5: Data from the mental health incident reports show an increase in contacts with students experiencing serious mental health issues at the middle, intermediate, and high school levels.

Root Cause 5: The increase in mental health issues is largely driven by a deficiency in student resiliency skills. This deficiency stems from limited structured opportunities for students to build emotional regulation, coping strategies, and adaptive problem-solving skills during various developmental stages.

Problem Statement 5 Areas: District Processes & Programs

Problem Statement 6: Brazosport ISD graduates are below the state level of performance for College Readiness as evidenced by assessment results such as SAT, TSI, and AP.

Root Cause 6: There is a lack of professional development regarding the expectations of rigor for college-ready measures and increasing awareness of opportunities within the district to support success.

Problem Statement 6 Areas: Student Learning - District Processes & Programs

Problem Statement 7: The district's technology devices and infrastructure face sustainability challenges due to heavy reliance on bond funding and limited local funding options.

Root Cause 7: Limited local funds for hardware refresh or technology upgrades, end of life hardware/ software accumulating due to funding gaps, and a decline in low-income student population affecting E-Rate percentages.

Problem Statement 7 Areas: District Processes & Programs

Problem Statement 8: The results from our current evaluation (TTESS) and feedback system shows a lack of alignment between teacher performance ratings and actual student growth outcomes. Additionally, the time-intensive nature of these evaluations presents a significant burden, reducing the capacity for meaningful feedback and consistent implementation.

Root Cause 8: The current evaluation process relies on subjective observations and lacks systematic integration of student growth data, and we are lacking streamlined tools to support efficient, consistent, and actionable feedback.

Problem Statement 8 Areas: Student Learning - District Processes & Programs

Problem Statement 9: There is a need for more defined PD Pathways for non-teaching roles throughout the District.

Root Cause 9: While PD Pathways are consistent and defined for teaching staff, professional learning expectations are inconsistent or unclear for specialized roles such as Coordinators, Paraprofessionals and Support Staff.

Problem Statement 9 Areas: Student Learning - District Processes & Programs

Problem Statement 10: Staffing shortages throughout the state continue to impact our ability to staff each and every classroom with highly-qualified teacher, specifically in special education (self-contained) and secondary core.

Root Cause 10: Declining enrollment in EPPs and reduction in candidates seeking certification in high need areas impacts the number of highly qualified teachers entering the profession.

Problem Statement 10 Areas: Demographics - Student Learning

Problem Statement 11: Walkthroughs of campuses revealed that safety protocols for substitutes are in need of continued refinement to ensure that they are equipped for crisis situations.

Root Cause 11: Campus safety protocols with substitutes is fluid since this happens during a high work period each morning. Campuses need identified safety designees with outlined, systematic processes to ensure substitutes are prepared for crisis situations.

Problem Statement 11 Areas: District Processes & Programs

Problem Statement 12: The district experiences disruptions to communication and learning tools due to infrastructure vulnerabilities and system dependencies.

Root Cause 12: Power outages at the Admin building create phone outages district-wide, SIS authentication depends on uninterrupted internet connectivity, lack of backup power solutions, centralized systems and services are hosted on-premises without cloud failover or redundant service.

Problem Statement 12 Areas: District Processes & Programs

Problem Statement 13: Limited fundraising across all campuses.

Root Cause 13: Fundraising efforts are not consistently implemented across all campuses.

Problem Statement 13 Areas: District Processes & Programs

Problem Statement 14: Many organizations have social media sites where they post the successes and accomplishments of their students, but they are not informing our district marketing and communications team resulting in missed opportunities to reach a larger audience.

Root Cause 14: Processes and procedures are needed for organizations and campuses to followed to inform the marketing and communications team about the accomplishments of students and staff that can be shared on the district website, social media platforms, and through news releases.

Problem Statement 14 Areas: District Processes & Programs - Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments

- Grades that measure student performance based on the TEKS

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data

- Budgets/entitlements and expenditures data

Goals

Revised/Approved: October 27, 2025

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

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

High Priority

HB3 Goal

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

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Literacy Specialist will monitor the implementation of the Early Childhood Reading and Writing Curriculum, and provide training and resources to early childhood teachers. **Strategy's Expected Result/Impact:** Improved reading performance from the beginning of the year to the end of the year for 90% or more of students in grades PK through 4 **Staff Responsible for Monitoring:** Deputy Superintendent of Elementary Academics: Language Acquisition and Early Childhood Deputy Superintendent of Curriculum, Instruction, & Assessment **Problem Statements:** Student Learning 1, 2 - District Processes & Programs 9, 10	Considerable	Considerable	Considerable	Continue/ Modify

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: District level literacy supervisors will ensure that Balanced Literacy and science of teaching reading is implemented with fidelity in every elementary classroom. **Strategy's Expected Result/Impact:** 65% or more of students in grades 1-3 will demonstrate a minimum of one year of growth using the Star Renaissance screener. 58% of grade 3 students will perform at Meets Grade Level on the STAAR reading. **Staff Responsible for Monitoring:** Deputy Superintendent of Elementary Academics: Language Acquisition and Early Childhood Deputy Superintendent of Curriculum, Instruction, & Assessment **Results Driven Accountability** **Problem Statements:** Student Learning 1 - District Processes & Programs 9	Considerable	Considerable	Considerable	Continue/ Modify

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Use Imagine Learning to accelerate language and literacy skills for all students including Emergent Bilinguals in grades PK-4. (Title III) **Strategy's Expected Result/Impact:** Improved reading performance from the beginning of the year to the end of the year for 90% or more of students in grades PK-4. **Staff Responsible for Monitoring:** Deputy Superintendent of Elementary Academics: Language Acquisition and Early Childhood **Results Driven Accountability** **Problem Statements:** Student Learning 1, 2 - District Processes & Programs 9, 10 **Funding Sources:** Imagine Learning Language and Literacy Licenses - 263 - Title III, Part A - $34,500	Considerable	Considerable	Considerable	Continue/ Modify

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: High-leverage instructional strategies of focus (Tier 1 Priorities) are not universally and consistently observed across the district likely resulting in lower levels of learning, especially for the most vulnerable learners in all content areas. **Root Cause**: There is a need for additional professional development focused on the practicing and monitoring of strategies and adopted resources as well as the development of additional resources to support implementation.
Problem Statement 2: Students struggle with demonstrating learning through writing both extended and short-constructed responses. **Root Cause**: Additional time, professional development, campus / district-based monitoring and support are needed to see systematic implementation of frequent writing practices in all content areas.

District Processes & Programs

Problem Statement 9: High-leverage instructional strategies of focus (Tier 1 Priorities) are not universally and consistently observed across the district likely resulting in lower levels of learning, especially for the most vulnerable learners in all content areas. **Root Cause**: There is a need for additional professional development focused on the practicing and monitoring of strategies and adopted resources as well as the development of additional resources to support implementation.

Problem Statement 10: Students struggle with demonstrating learning through writing both extended and short-constructed responses. **Root Cause**: Additional time, professional development, campus / district-based monitoring and support are needed to see systematic implementation of frequent writing practices in all content areas.

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

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

High Priority

HB3 Goal

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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Improve implementation of Spatial Temporal (ST) Math with Pre-K students through support from the Numeracy Specialist and Early Childhood Specialist. **Strategy's Expected Result/Impact:** ST Math reports will indicate that 90% of students are on track in mathematics. **Staff Responsible for Monitoring:** Assistant Superintendent of Elementary Academics: Language Acquisition and Early Childhood **Results Driven Accountability** **Problem Statements:** Student Learning 1 - District Processes & Programs 9	Considerable	Considerable	Considerable	Continue/ Modify

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: The district will facilitate the implementation and monitoring of the mathematics curriculum and TIER 1 priorities in K-3 by screeners/CBAs/classroom visits while providing targeted training (implementation of number talks, problem-solving models, fact fluency, etc.) and resources (ST Math, STAAR preparation resources, etc.). **Strategy's Expected Result/Impact:** Improved mathematics performance from the beginning of the year to the end of the year for 90% or more of students in grades K through 3. **Staff Responsible for Monitoring:** Coordinator of Mathematics (Curriculum Specialist) Deputy Superintendent of Curriculum, Instruction, & Assessment **Results Driven Accountability** **Problem Statements:** Student Learning 1 - District Processes & Programs 9 **Funding Sources:** Math Curriculum Specialist - 255- Title II, Part A Personnel - 255.13.6119.00.889.24 - $78,000	Moderate Progress	Considerable	Considerable	Continue/ Modify

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Principals will work with math and ELAR teachers to set math and reading annual performance goals for their students. **Strategy's Expected Result/Impact:** 75% or more of students in grades 1-3 will demonstrate a minimum of one year of growth using the Star Renaissance screener. **Staff Responsible for Monitoring:** Deputy Superintendent of Elementary Academics: Language Acquisition and Early Childhood **Results Driven Accountability** **Problem Statements:** Student Learning 1 - District Processes & Programs 9	Considerable	Considerable	Considerable	Continue/ Modify

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

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

District Processes & Programs
Problem Statement 9: High-leverage instructional strategies of focus (Tier 1 Priorities) are not universally and consistently observed across the district likely resulting in lower levels of learning, especially for the most vulnerable learners in all content areas. **Root Cause**: There is a need for additional professional development focused on the practicing and monitoring of strategies and adopted resources as well as the development of additional resources to support implementation.

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

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

High Priority

HB3 Goal

Evaluation Data Sources: CCMR accountability verifier
CCMR accountability tracker
AP exam results
SAT and ACT reports
TSIA reports
Industry Based Certification attainment reports
Military enlistment reports
College Prep classes passing reports

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Opportunities for meaningful industry-based certifications will be identified and provided to students. **Strategy's Expected Result/Impact:** Number of industry based certifications awarded. **Staff Responsible for Monitoring:** Deputy Superintendent of Curriculum, Instruction, & Assessment Director of CTE **Problem Statements:** Student Learning 3 - District Processes & Programs 11	Some Progress	Considerable	Considerable	Continue/ Modify

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Brazosport ISD will ensure students have free access to earn college credit with Brazosport College and through AP exams, to college readiness assessments/preparation, and to industry-based certifications. **Strategy's Expected Result/Impact:** Increased percent of students achieving CCMR from June 2024 to June 2025. **Staff Responsible for Monitoring:** Deputy Superintendent of Curriculum, Instruction, & Assessment Director of CTE **Problem Statements:** Student Learning 3 - District Processes & Programs 11 **Funding Sources:** PSAT Prep Program Tutorials - 289- Title IV, Part A Personnel - $7,800	Some Progress	Considerable	Considerable	Continue/ Modify

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide Career and Technical Education students with hands-on experiential learning opportunities through real world settings such as internships, clinicals, and practicum learning experiences that coincide with curriculum and instructional strategies to better equip and prepare students upon graduation. **Strategy's Expected Result/Impact:** Number of hands-on experiential learning opportunities Number of students participating **Staff Responsible for Monitoring:** Deputy Superintendent of Curriculum, Instruction, & Assessment Director of CTE **Problem Statements:** Student Learning 1, 3 - District Processes & Programs 9, 11 **Funding Sources:** Supplementals and Materials for CTE - 244 - Carl Perkins - $126,096	Some Progress	Considerable	Considerable	Accomplished

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Partner with Brazosport College to assist families in filling out the FAFSA and to ensure there are clear transitional supports. **Strategy's Expected Result/Impact:** By the end of the school year, two opportunities in each of the two semesters will be offered to families at Brazosport College where they can get assistance in completing the FAFSA. **Staff Responsible for Monitoring:** Director of Guidance & Counseling **Problem Statements:** Student Learning 1, 2, 3 - District Processes & Programs 9, 10, 11	Some Progress	Considerable	Accomplished	Accomplished

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Provide families of Emergent Bilingual students who will enter or who are already enrolled in the high schools with tours to expose them to CTE opportunities, and with guidance in selecting Programs of Study suited for the EB students. **Strategy's Expected Result/Impact:** Improved student performance on the reading STAAR EOC and improved graduation rate and decreased drop out rate. **Staff Responsible for Monitoring:** Assistant Superintendent of Elementary Academics: Language Acquisition and Early Childhood. Language Acquisition Coordinator. Parent & Family Liaison **Results Driven Accountability** **Problem Statements:** Student Learning 1, 3 - District Processes & Programs 9, 11	Considerable	Considerable	Considerable	Continue/Modify

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

Student Learning

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

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

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

District Processes & Programs

Problem Statement 9: High-leverage instructional strategies of focus (Tier 1 Priorities) are not universally and consistently observed across the district likely resulting in lower levels of learning, especially for the most vulnerable learners in all content areas. **Root Cause**: There is a need for additional professional development focused on the practicing and monitoring of strategies and adopted resources as well as the development of additional resources to support implementation.

Problem Statement 10: Students struggle with demonstrating learning through writing both extended and short-constructed responses. **Root Cause**: Additional time, professional development, campus / district-based monitoring and support are needed to see systematic implementation of frequent writing practices in all content areas.

Problem Statement 11: Brazosport ISD graduates are below the state level of performance for College Readiness as evidenced by assessment results such as SAT, TSI, and AP. **Root Cause**: There is a lack of professional development regarding the expectations of rigor for college-ready measures and increasing awareness of opportunities within the district to support success.

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

Performance Objective 4: In 2025-2026, BISD campuses will provide accelerated instruction to all student groups that are not achieving their full potential in order to close achievement and growth performance gaps. (Required element TEC 11.252(a)(3)(A)); (HB 4545)

High Priority

Evaluation Data Sources: 2025 underperforming BISD student groups will close the gap between the performance of the groups and both the state and the traditionally higher performing groups on STAAR assessments.

Summative Evaluation: Some progress made toward meeting Objective

<table>
<tr><th rowspan="3">Strategy 1 Details</th><th colspan="4">Reviews</th></tr>
<tr><th colspan="3">Formative</th><th>Summative</th></tr>
<tr><th>Nov</th><th>Jan</th><th>Mar</th><th>June</th></tr>
<tr><td>Strategy 1: Provide campuses with grade level specific math support programs.
Strategy's Expected Result/Impact: Improved student performance on the math STAAR, and improved growth of TIER III students from the beginning of the year to the end of the year as measured by grade level math screeners.
Staff Responsible for Monitoring: Deputy Superintendent of Curriculum, Instruction, & Assessment
Math Coordinator

Results Driven Accountability
Problem Statements: Student Learning 1, 3 - District Processes & Programs 9, 11</td><td>Some Progress</td><td>Accomplished</td><td>Accomplished</td><td>Accomplished</td></tr>
</table>

<table>
<tr><th rowspan="3">Strategy 2 Details</th><th colspan="4">Reviews</th></tr>
<tr><th colspan="3">Formative</th><th>Summative</th></tr>
<tr><th>Nov</th><th>Jan</th><th>Mar</th><th>June</th></tr>
<tr><td>Strategy 2: Provide campuses with grade level specific reading support programs.
Strategy's Expected Result/Impact: Improved student performance on the reading STAAR, and improved growth of TIER III students from the beginning of the year to the end of the year as measured by grade level reading screeners.
Staff Responsible for Monitoring: Deputy Superintendent of Curriculum, Instruction, & Assessment
ELA Coordinator

Results Driven Accountability
Problem Statements: Student Learning 1, 2, 3 - District Processes & Programs 9, 10, 11</td><td>Some Progress</td><td>Accomplished</td><td>Accomplished</td><td>Accomplished</td></tr>
</table>

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide accelerated instruction through the Brazos Success Academy to students who are not on track to graduate with their cohort. **Strategy's Expected Result/Impact:** Greater-than or equal to 75% for the four-year graduation rate. The district dropout rate will be 1.5% or lower **Staff Responsible for Monitoring:** Assistant Superintendent of Compliance & Data Quality **Results Driven Accountability** **Problem Statements:** Demographics 1 - Student Learning 1, 3 - District Processes & Programs 8, 9, 11, 14 **Funding Sources:** Supplies and Materials - Brazos Success Academy - Local 26 State Comp Ed (BSA) - $89,318, Supplies, Materials and Personnel - Local 99 - (BSA) - $7,300	Moderate Progress	Moderate Progress	Considerable	Accomplished

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide instruction and accelerated instruction, summer school, and/or tutorials to students who are identified as at-risk, those who did not pass STAAR, including students who are identified as Emergent Bilingual and/or are served through special education. **Strategy's Expected Result/Impact:** Improved individualized progress and academic performance in alignment with the performance objective measures. **Staff Responsible for Monitoring:** Deputy Superintendent of Curriculum, Instruction, & Assessment Deputy Superintendent of Elementary Academics and Language Acquisition and Early Childhood Assistant Superintendent of Secondary Academics **Problem Statements:** Student Learning 1, 2, 3 - District Processes & Programs 9, 10, 11 **Funding Sources:** Summer School and Summer School Now - SCE 199- Summer School/Summer School NOW (HB 4545) - $500,000	Some Progress	Considerable	Considerable	Continue/Modify

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: The district will provide support with planning, along with monitoring and analysis of student performance to campuses identified through the state accountability system as needing support. **Strategy's Expected Result/Impact:** Student groups with consecutive years of missing Domain III targets will meet their targets. FIS will improve to second year Comprehensive School Improvement with Improvement. CIS and BSA will both improve to not being identified for Additional Targeted Support **Staff Responsible for Monitoring:** Assistant Superintendent of Compliance & Data Quality **Results Driven Accountability** **Problem Statements:** Demographics 1 - Student Learning 1, 2, 6 - District Processes & Programs 5, 8, 9, 10	Considerable	Considerable	Considerable	Continue/Modify

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: The Language Acquisition Department will monitor the implementation of the reading and math curricula and provide training and resources to teachers who serve EB students. **Strategy's Expected Result/Impact:** Improved student performance on the reading STAAR and improved growth of Tier III students from the beginning of year to the end of year as measured by progress monitoring. **Staff Responsible for Monitoring:** Language Acquisition Department Coordinator, Emergent Bilingual Specialist and Deputy Superintendent of Elementary Academics: Language Acquisition and Early Childhood **Results Driven Accountability** **Problem Statements:** Student Learning 1, 2, 6 - District Processes & Programs 5, 9, 10 **Funding Sources:** Contracted Services - 263 - Title III, Part A - $9,240, Seidlitz Dictado - 263 - Title III, Part A - $5,595, Teacher Professional Development - 263 - Title III, Part A - $15,812	Considerable	Considerable	Considerable	Continue/ Modify

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Provide reading tutorials to Bilingual and ESL students at elementary/middle/intermediate and HS school campuses to help improve language acquisition and literacy. (Title III) **Strategy's Expected Result/Impact:** Improved student performance on the reading STAAR and improved growth of Tier III students from the beginning of year to the end of year as measured by progress monitoring. **Staff Responsible for Monitoring:** Campus administration, teachers that are teaching tutorials, and the Language Acquisition Department. **Results Driven Accountability** **Problem Statements:** Student Learning 1, 2, 3 - District Processes & Programs 9, 10, 11	Moderate Progress	Considerable	Considerable	Continue/ Modify

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Provide a Read 180 Reading Intervention Program for 7th-12th grade ESL students. **Strategy's Expected Result/Impact:** Improved student performance on the reading STAAR and improved growth of Tier III students from the beginning of year to the end of year as measured by progress monitoring. **Staff Responsible for Monitoring:** Deputy Superintendent of Elementary Academics: Language Acquisition and Early Childhood **Results Driven Accountability** **Problem Statements:** Student Learning 1, 2, 3 - District Processes & Programs 9, 10, 11 **Funding Sources:** Read 180 Licenses - 263 - Title III, Part A - $13,625	Considerable	Considerable	Considerable	Continue/ Modify

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: Imagine Learning/Edgenuity--Digital Libraries 6-12 Comprehensive All Site License -Middle School and High School--content for Math,ELA, Science,SS, electives, AP,world languages,Virtual Tutors-District Purchase **Strategy's Expected Result/Impact:** Improve student performance **Staff Responsible for Monitoring:** Deputy Superintendent of Curriculum, Instruction, & Assessment Deputy Superintendent of Elementary Academics and Language Acquisition and Early Childhood Assistant Superintendent of Secondary Academics **Problem Statements:** Student Learning 1, 2, 3 - District Processes & Programs 9, 10, 11 **Funding Sources:** Imagine Learning/Edgenuity - Local 26 State Comp Ed (BSA) - $77,350	Some Progress	Considerable	Accomplished	Accomplished
No Progress · Accomplished · Continue/Modify · Discontinue				

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Declining Enrollment and Average Daily Attendance are reducing state aid. **Root Cause**: Attendance rates continue to be below pre-COVID levels.
Student Learning
Problem Statement 1: High-leverage instructional strategies of focus (Tier 1 Priorities) are not universally and consistently observed across the district likely resulting in lower levels of learning, especially for the most vulnerable learners in all content areas. **Root Cause**: There is a need for additional professional development focused on the practicing and monitoring of strategies and adopted resources as well as the development of additional resources to support implementation.
Problem Statement 2: Students struggle with demonstrating learning through writing both extended and short-constructed responses. **Root Cause**: Additional time, professional development, campus / district-based monitoring and support are needed to see systematic implementation of frequent writing practices in all content areas.
Problem Statement 3: Brazosport ISD graduates are below the state level of performance for College Readiness as evidenced by assessment results such as SAT, TSI, and AP. **Root Cause**: There is a lack of professional development regarding the expectations of rigor for college-ready measures and increasing awareness of opportunities within the district to support success.
Problem Statement 6: There is a lack of professional learning and collaboration opportunities for vertical alignment of content past the three regularly scheduled District PD content days. **Root Cause**: There is a need for opportunities for teachers to collaborate with grade levels within the content area to vertically align content and expectations throughout the school year.
District Processes & Programs
Problem Statement 5: There is a lack of professional learning and collaboration opportunities for vertical alignment of content past the three regularly scheduled District PD content days. **Root Cause**: There is a need for opportunities for teachers to collaborate with grade levels within the content area to vertically align content and expectations throughout the school year.
Problem Statement 8: Declining Enrollment and Average Daily Attendance are reducing state aid. **Root Cause**: Attendance rates continue to be below pre-COVID levels.

District Processes & Programs
Problem Statement 9: High-leverage instructional strategies of focus (Tier 1 Priorities) are not universally and consistently observed across the district likely resulting in lower levels of learning, especially for the most vulnerable learners in all content areas. **Root Cause**: There is a need for additional professional development focused on the practicing and monitoring of strategies and adopted resources as well as the development of additional resources to support implementation.
Problem Statement 10: Students struggle with demonstrating learning through writing both extended and short-constructed responses. **Root Cause**: Additional time, professional development, campus / district-based monitoring and support are needed to see systematic implementation of frequent writing practices in all content areas.
Problem Statement 11: Brazosport ISD graduates are below the state level of performance for College Readiness as evidenced by assessment results such as SAT, TSI, and AP. **Root Cause**: There is a lack of professional development regarding the expectations of rigor for college-ready measures and increasing awareness of opportunities within the district to support success.
Problem Statement 14: Data from the mental health incident reports show an increase in contacts with students experiencing serious mental health issues at the middle, intermediate, and high school levels. **Root Cause**: The increase in mental health issues is largely driven by a deficiency in student resiliency skills. This deficiency stems from limited structured opportunities for students to build emotional regulation, coping strategies, and adaptive problem-solving skills during various developmental stages.

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

Performance Objective 1: In 2025-2026, BISD will implement ten or more strategies that ensure the health and safety of students and staff in all learning environments.

High Priority

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

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Health and safety specialists will be added to the two high schools and two intermediate schools. **Strategy's Expected Result/Impact:** The addition of the four Health and Safety Specialists will support a 10% reduction of state coded disciplinary actions by June 1, 2025. **Staff Responsible for Monitoring:** Chief Finance Officer Deputy Superintendent of Administrative Services Director of Federal Programs **Problem Statements:** District Processes & Programs 1 **Funding Sources:** Health and Safety Specialists (4) - 289- Title IV, Part A Personnel - $94,220	Accomplished	Accomplished	Accomplished	Accomplished

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: The district will train key district and campus personnel, including BISD Police and BISD Security/Safety Officers Level II and Level III, in the National Incident Management System (NIMS) and their role in supporting school safety. [TEC 37.081] **Strategy's Expected Result/Impact:** By the end of the second semester, all personnel who are required to receive the training will be trained. The District has hired a number of new safety specialists in many of our positions. This was due to staffing attrition issues. The new safety specialist hired during the first semester of the 2025/2026 school year will complete this training by the end of the 2025/2026 school year. This task is complete, all new stafff have been trained. **Staff Responsible for Monitoring:** Executive Chief of Safety, Security, BISD Police Dept, and Emergency Management **Problem Statements:** District Processes & Programs 1	Accomplished	Accomplished	Accomplished	Accomplished

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: The district will adopt and then train staff, students, parents, and district partners on the Standard Response Protocol, Student Reunification Method, and Stop the Bleed, providing drills to ensure preparedness for emergencies. **Strategy's Expected Result/Impact:** By the end of the school year, every campus will have conducted the Standard Response Protocol Drill, and each campus will complete a tabletop/talk-through exercise on the Student Reunification Method, protocols, and execution process with their crisis management team. This task is complete for the 25/26 school year. Due to HB33, the District Safety and Security Team will assist the Brazoria County Sheriff's Office with a full-scale Tabletop and reunification exercise at Alvin ISD on June 17, 2026. The District conducts the following Drills: Two (2) Lockdown Drills, four (4) Fire Drills, One (1) Secure Drill, One (1) Shelter Drill, One (1) Hold Drill, One (1) Reunification Tabletop exercise, and One (1) Site Evacuation Tabletop exercise By the end of the first semester, all new teachers will have received training on Stop the Bleeding Protocols during TIPS and/or at their respective campuses. This task is complete for the 25/26 school year By the end of the first semester, all substitute teachers will have received training on Stop the Bleeding Protocols during the start of the school year, either through onboarding training or at their respective campuses. This task is complete for the 25/26 school year. By the end of the school year, all 7th-12th-grade students will be trained in Stop the Bleeding Protocols. Each year, we train the new 7th graders at LJI, CIS, and FIS. This task is complete for the 25/26 school year. All students in 8th - 12th grade have been trained. All Campus Leadership Teams have retrained their staff and students on the Standard Response Protocol drills. Each Campus has done a tabletop/talk exercise with its staff. This task is complete for the 25/26 school year. This Strategy is ongoing based on the TEA-mandated drill schedule list above. **Staff Responsible for Monitoring:** Executive Chief of Safety, Security, BISD Police Department, and Emergency Management **Problem Statements:** District Processes & Programs 1	Accomplished	Considerable	Accomplished	Accomplished

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: The district will train staff and students on threat assessment reporting and protocols, as well as support threat assessment teams in evaluation and response to potential behavioral threats to school security and suicide risk. **Strategy's Expected Result/Impact:** Threat Assessment Team members on each campus will be trained by either the School Safety Center, the Region 4 Service Center, or by district personnel. **Staff Responsible for Monitoring:** Deputy Superintendent of Administrative Services and Director of Guidance and Counseling **Problem Statements:** District Processes & Programs 1	Considerable	Considerable	Considerable	Continue/ Modify

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: The district will train school personnel in how to identify and assist victims of human trafficking. [TEC 38.0041(a)] [TEC 11.252(c)(9)] **Strategy's Expected Result/Impact:** By the end of the first semester, all personnel required to receive the training will complete it. **Staff Responsible for Monitoring:** Director of Guidance & Counseling **Problem Statements:** District Processes & Programs 14	Considerable	Accomplished	Accomplished	Accomplished

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: The district will implement a substance abuse prevention program to include an e-cigarette prevention program in grades 7-12. **Strategy's Expected Result/Impact:** By the end of the school year, a variety of resources will be used to ensure that targeted students participating in Teen Leadership at the high school level will receive instruction on e-cigarette and substance abuse prevention. Additionally all other secondary students will receive instruction in the prevention of e-cigarettes according to individual campus' processes and procedures, and all secondary students who receive disciplinary actions due to using e-cigarettes will be assigned online modules or face-to-face lessons to teach them about the dangers of e-cigarettes. **Staff Responsible for Monitoring:** At-Risk Coordinator and Director of Guidance & Counseling **Problem Statements:** District Processes & Programs 14	Some Progress	Considerable	Considerable	Accomplished

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: The district will train staff and students on behavior expectations, including the district's policy on prevention, reporting, and response procedures related to bullying, sexual harassment (Title IX), dating violence and for teachers and staff who work with behaviorally challenged students, TBSI. [TEC 37.0832] [TEC 11.252(3)(E)] [TEC 37.083(a)] [TEC 11.252(a)(9)] [TEC 38.0041] [TEC 37.0831] [TAC 19 103.1201(b)] **Strategy's Expected Result/Impact:** At the beginning of the school year, all staff will receive the Title IX training. By the end of the first semester, staff will receive training in bullying, while all students in elementary and secondary schools will receive training in anti-bullying, which includes sexual harassment and dating violence, during the month of October. **Staff Responsible for Monitoring:** Director of Student Services, At Risk Coordinator, and Director of Guidance & Counseling **Problem Statements:** District Processes & Programs 1, 14	Some Progress	Considerable	Considerable	Accomplished

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: The district will provide an alternative education setting through the Lighthouse Learning Center to students who are experiencing behavioral difficulties on their home campus. (TAC 19.103.1201(b)) **Strategy's Expected Result/Impact:** During the 2025-2026 school year, the recidivism rate will be reduced by 1.5% **Staff Responsible for Monitoring:** Deputy Superintendent of Administrative Services **Results Driven Accountability** **Problem Statements:** District Processes & Programs 14 **Funding Sources:** Lighthouse Learning Center (LLC) Personnel - Local 28 - Disciplinary AEP State Comp Pers (LLC) - $1,301,019, Supplies and Materials Lighthouse Learning Center - Local 28 - Disciplinary AEP State Comp (LLC) - $7,750, Lighthouse Learning Center LLC-local activities - Local 99 (LLC) - $17,235, LLC Character Ed Supplies - Local - Local 11- LLC - $1,400	Moderate Progress	Moderate Progress	Considerable	Continue/ Modify

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: The district will ensure that each campus has the technology needed to adequately screen visitors to the campus. **Strategy's Expected Result/Impact:** All campuses will have the Raptor System in Place for use in screening and identifying both district employees and others who visit the campus. **Staff Responsible for Monitoring:** Executive Director of School Safety and Security Chief Operations and Technology Officer **Problem Statements:** District Processes & Programs 1	Considerable	Considerable	Considerable	Accomplished

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10: The district will continue to provide enhanced staff training on professional standards and ethics. Required practices from employee handbook reminders. **Strategy's Expected Result/Impact:** The HR department will utilize the Staff Bulletins and email reminder to review required practices from the employee handbook. **Staff Responsible for Monitoring:** Chief HR Officer **Problem Statements:** Demographics 2 - Student Learning 5	Some Progress	Moderate Progress	Moderate Progress	Accomplished

No Progress   Accomplished   Continue/Modify   Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Staffing shortages throughout the state continue to impact our ability to staff each and every classroom with highly-qualified teacher, specifically in special education (self-contained) and secondary core. **Root Cause**: Declining enrollment in EPPs and reduction in candidates seeking certification in high need areas impacts the number of highly qualified teachers entering the profession.

Student Learning
Problem Statement 5: Staffing shortages throughout the state continue to impact our ability to staff each and every classroom with highly-qualified teacher, specifically in special education (self-contained) and secondary core. **Root Cause**: Declining enrollment in EPPs and reduction in candidates seeking certification in high need areas impacts the number of highly qualified teachers entering the profession.

District Processes & Programs
Problem Statement 1: Walkthroughs of campuses revealed that safety protocols for substitutes are in need of continued refinement to ensure that they are equipped for crisis situations. **Root Cause**: Campus safety protocols with substitutes is fluid since this happens during a high work period each morning. Campuses need identified safety designees with outlined, systematic processes to ensure substitutes are prepared for crisis situations.
Problem Statement 14: Data from the mental health incident reports show an increase in contacts with students experiencing serious mental health issues at the middle, intermediate, and high school levels. **Root Cause**: The increase in mental health issues is largely driven by a deficiency in student resiliency skills. This deficiency stems from limited structured opportunities for students to build emotional regulation, coping strategies, and adaptive problem-solving skills during various developmental stages.

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

Performance Objective 2: In 2025-2026, BISD will implement strategies that support the mental health and developmental needs of students.

High Priority

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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: The district will provide support services to students through character education. **Strategy's Expected Result/Impact:** By the end of the year, all elementary campuses will have implemented QuaverReady, and all secondary schools will have implemented Capturing Kids' Hearts. **Staff Responsible for Monitoring:** Director of Guidance & Counseling **Results Driven Accountability** **Problem Statements:** District Processes & Programs 14 **Funding Sources:** Character Education Curriculum-2Words - 289 - Title IV, Part A - $6,000, Character Education on site Student and Staff Training - 289 - Title IV, Part A - $6,500	Some Progress	Considerable	Considerable	Accomplished

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: The district will increase ease of access to in house and outside counseling services through community partnerships to support mental health needs and suicide prevention, including a parental or guardian notification. [TEC 11.252(3)(B)(i)] **Strategy's Expected Result/Impact:** By the end of the first semester, the process for referrals of students suffering from mental health and isolation issues will be fully implemented. **Staff Responsible for Monitoring:** Director of Guidance & Counseling **Problem Statements:** District Processes & Programs 14	Considerable	Considerable	Considerable	Accomplished

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: BISD campuses will integrate trauma-informed care practices into the district's PBIS framework, including increasing staff and parent awareness of trauma-informed care implementation of trauma-informed practices and care by District and campus staff, and providing information about available counseling options for students affected by trauma or grief. [TEC 11.252(a)(3)(E) [TEC 11.252(a)(10] [TEC 38.036] **Strategy's Expected Result/Impact:** All counselors and behavior specialists will implement trauma-informed care practices. **Staff Responsible for Monitoring:** Director of Guidance & Counseling **Results Driven Accountability** **Problem Statements:** District Processes & Programs 14	Considerable	Considerable	Accomplished	Accomplished

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: District secondary school campuses will provide Capturing Kids' Hearts, as well as district-by-design support, to enhance staff's ability to connect and build positive relationships with and among students. [TEC 11.252(3)(B)(ii)] [TEC 11.252(3)(B)(iii)] **Strategy's Expected Result/Impact:** By the end of the school year, there will be a decrease in office discipline referrals at the secondary level. **Staff Responsible for Monitoring:** Director of Guidance and Counseling **Results Driven Accountability** **Problem Statements:** Student Learning 1 - District Processes & Programs 9, 14	Considerable	Accomplished	Accomplished	Accomplished

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: The district will implement mentoring programs through partnerships such as Loving BISD and through Lift Up, a district-facilitated mentoring initiative. **Strategy's Expected Result/Impact:** By the end of the second nine weeks, students who have a district mentor will get connected to the mentor. **Staff Responsible for Monitoring:** Director of Guidance & Counseling and At-Risk Coordinator **Problem Statements:** District Processes & Programs 14 **Funding Sources:** Mentor Liaison - Local 24 - State Comp Personnel - $65,000	Some Progress	Moderate Progress	Considerable	Accomplished

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: The district will provide case managers to support students and families at select campuses through a partnership with Communities in Schools. **Strategy's Expected Result/Impact:** By the end of the school year, more than 300 of the district's most at-risk students who are not being successful in school will receive a variety of supports that address social, emotional, physical and academic needs. **Staff Responsible for Monitoring:** At-Risk Coordinator **Results Driven Accountability** **Problem Statements:** Student Learning 1 - District Processes & Programs 9, 14	Some Progress	Considerable	Considerable	Accomplished

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: The district will provide after school programs at select campuses to support students through a partnership with Boys & Girls Club of Brazoria County. **Strategy's Expected Result/Impact:** By the end of the school year, eleven BISD campuses will host after school Boys' and Girls' Club programs. **Staff Responsible for Monitoring:** At-Risk Coordinator **Problem Statements:** Student Learning 1 - District Processes & Programs 9, 14	Some Progress	Considerable	Considerable	Accomplished

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: The district will use supplemental funding to coordinate support and transition services to At-Risk students. **Strategy's Expected Result/Impact:** By the end of the school year, more than 300 of the district's most at-risk students who are not being successful in school will receive a variety of supports that address social, emotional, physical and academic needs. **Staff Responsible for Monitoring:** At Risk Coordinator **Results Driven Accountability** **Problem Statements:** Student Learning 1, 3 - District Processes & Programs 9, 11, 14 **Funding Sources:** At-Risk Coordinator - Local 24 - State Comp Personnel - $85,000	Some Progress	Considerable	Considerable	Accomplished

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: The district will continue implementation of the ASCEND (Acquiring Strength, Character, Employability and Networking Skills with Determination) Program to offer additional monitoring, supervision, support and enrichment opportunities to students experiencing homelessness. **Strategy's Expected Result/Impact:** Students experiencing homelessness will have the opportunity to develop better communication, goal setting and employability skills which will increase their resiliency and confidence. Additionally through monitoring and interventions, students will be more successful. **Staff Responsible for Monitoring:** At Risk Coordinator **Results Driven Accountability** **Problem Statements:** Student Learning 1 - District Processes & Programs 9, 14 **Funding Sources:** McKinney Vento Program Specialist/Program Costs - Brazoria County HOME ARP Grant - $90,500, TECHY (PCN 14745) 23-24 - 206-TECHY (Homeless) Grant 23.24 funds - $51,600, TECHY (PCN 14745)24-25 - 206-TECHY (Homeless) Grant 24.25 funds - $46,063	Some Progress	Considerable	Considerable	Accomplished

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10: District elementary school campuses will provide CHAMPS, as well as district-by-design support, to enhance staff's ability to connect and build positive relationships with and among students. **Strategy's Expected Result/Impact:** By the end of the school year, there will be a decrease in office discipline referrals at the elementary level. **Staff Responsible for Monitoring:** Deputy Superintendent of Elementary Schools **Problem Statements:** Student Learning 1 - District Processes & Programs 9, 14	Some Progress	Moderate Progress	Moderate Progress	Continue/ Modify

Strategy 11 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11: The district will release information on key issues such as bullying, gun safety, vaping and fentanyl awareness, and suicide awareness through various forms of communication, such as school messenger, newsletters and media releases. **Strategy's Expected Result/Impact:** By the end of the year district parents and students will have an increase awareness surrounding these issues. **Staff Responsible for Monitoring:** Director of Guidance and Counseling and At Risk Coordinator **Problem Statements:** District Processes & Programs 14	Some Progress	Accomplished	Accomplished	Accomplished

No Progress   Accomplished   Continue/Modify   Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: High-leverage instructional strategies of focus (Tier 1 Priorities) are not universally and consistently observed across the district likely resulting in lower levels of learning, especially for the most vulnerable learners in all content areas. **Root Cause**: There is a need for additional professional development focused on the practicing and monitoring of strategies and adopted resources as well as the development of additional resources to support implementation.
Problem Statement 3: Brazosport ISD graduates are below the state level of performance for College Readiness as evidenced by assessment results such as SAT, TSI, and AP. **Root Cause**: There is a lack of professional development regarding the expectations of rigor for college-ready measures and increasing awareness of opportunities within the district to support success.

District Processes & Programs
Problem Statement 9: High-leverage instructional strategies of focus (Tier 1 Priorities) are not universally and consistently observed across the district likely resulting in lower levels of learning, especially for the most vulnerable learners in all content areas. **Root Cause**: There is a need for additional professional development focused on the practicing and monitoring of strategies and adopted resources as well as the development of additional resources to support implementation.
Problem Statement 11: Brazosport ISD graduates are below the state level of performance for College Readiness as evidenced by assessment results such as SAT, TSI, and AP. **Root Cause**: There is a lack of professional development regarding the expectations of rigor for college-ready measures and increasing awareness of opportunities within the district to support success.
Problem Statement 14: Data from the mental health incident reports show an increase in contacts with students experiencing serious mental health issues at the middle, intermediate, and high school levels. **Root Cause**: The increase in mental health issues is largely driven by a deficiency in student resiliency skills. This deficiency stems from limited structured opportunities for students to build emotional regulation, coping strategies, and adaptive problem-solving skills during various developmental stages.

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

Performance Objective 1: Increase parent satisfaction with their child's overall school experience from 83% to 90% by the end of the year.

Evaluation Data Sources: EOY Parent Survey

Summative Evaluation: Exceeded Objective

Next Year's Recommendation: Aim for 92%

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Conduct a mid-year survey to gather parent feedback on their child's satisfaction with their overall school experience during the first semester, and campuses will use this data to inform spring planning. **Strategy's Expected Result/Impact:** Satisfaction rates will increase from 83% to 90% by the end of the school year. **Staff Responsible for Monitoring:** Assistant Superintendent of Compliance & Data Quality **Problem Statements:** Demographics 1 - District Processes & Programs 8	Moderate Progress	Accomplished	Accomplished	Accomplished

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement the district's marketing plan to highlight the district's key messages, programs, successes, and opportunities. **Strategy's Expected Result/Impact:** Satisfaction rates will increase from 83% to 90% by the end of the school year. **Staff Responsible for Monitoring:** Assistant Superintendent of Compliance & Data Quality **Problem Statements:** Demographics 1 - District Processes & Programs 8	Moderate Progress	Considerable	Accomplished	Accomplished

No Progress   Accomplished   Continue/Modify   Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Declining Enrollment and Average Daily Attendance are reducing state aid. **Root Cause**: Attendance rates continue to be below pre-COVID levels.

District Processes & Programs
Problem Statement 8: Declining Enrollment and Average Daily Attendance are reducing state aid. **Root Cause**: Attendance rates continue to be below pre-COVID levels.

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

Performance Objective 2: Market student, staff, and program accomplishments to the community by increasing the number of stories and news releases from 180 to 200 for the 2025-2026 school year.

Summative Evaluation: Exceeded Objective

Next Year's Recommendation: 210

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop and communicate procedures for the timely submission of students, staff, and programs success stories with photos and details. **Strategy's Expected Result/Impact:** 200 or more stories will be published **Staff Responsible for Monitoring:** Assistant Superintendent of Compliance & Data Quality **Problem Statements:** District Processes & Programs 7 - Perceptions 1	Some Progress	Considerable	Considerable	Accomplished

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Create a timeline for submissions so successes are shared promptly and consistently. **Strategy's Expected Result/Impact:** 90% of Stories will be submitted according to the established timelines **Staff Responsible for Monitoring:** Assistant Superintendent of Compliance & Data Quality **Problem Statements:** District Processes & Programs 7 - Perceptions 1	No Progress	Moderate Progress	Considerable	Accomplished

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Designate one campus contact to collect and submit stories. **Strategy's Expected Result/Impact:** Each campus will identify one designated contact to collect stories and events **Staff Responsible for Monitoring:** Assistant Superintendent of Compliance & Data Quality **Problem Statements:** District Processes & Programs 7 - Perceptions 1	Accomplished	Accomplished	Accomplished	Accomplished

No Progress	Accomplished	Continue/Modify	Discontinue

Performance Objective 2 Problem Statements:

District Processes & Programs
Problem Statement 7: Many organizations have social media sites where they post the successes and accomplishments of their students, but they are not informing our district marketing and communications team resulting in missed opportunities to reach a larger audience. **Root Cause**: Processes and procedures are needed for organizations and campuses to followed to inform the marketing and communications team about the accomplishments of students and staff that can be shared on the district website, social media platforms, and through news releases.

Perceptions
Problem Statement 1: Many organizations have social media sites where they post the successes and accomplishments of their students, but they are not informing our district marketing and communications team resulting in missed opportunities to reach a larger audience. **Root Cause**: Processes and procedures are needed for organizations and campuses to followed to inform the marketing and communications team about the accomplishments of students and staff that can be shared on the district website, social media platforms, and through news releases.

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

Performance Objective 1: In 2025-2026, BISD Technology will implement activities that will improve the technology infrastructure and support BISD initiatives.

High Priority

Evaluation Data Sources: Evidence of implementation of each activity

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Enhance the District cybersecurity by implementing an automated identity management system for user accounts lifecycle management, adopting a zero trust access solution for vendor connections, and deploying a network monitor platform to proactively detect and respond to system anomalies. **Strategy's Expected Result/Impact:** Identity automation system fully deployed and integrated with district systems Implementing vendor access controls system allow vendors to connect without using VPN Network monitor system operational with active alerts and reporting. **Staff Responsible for Monitoring:** Director of Technology Cybersecurity Coordinator **Problem Statements:** District Processes & Programs 3	Moderate Progress	Some Progress	Accomplished	Accomplished

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Migrate district telecommunications services from legacy PRI analog circuits to a SIP-based solution hosted in the district datacenter to improve reliability, reduce operational costs, and enhance business continuity. **Strategy's Expected Result/Impact:** SIP circuit successfully implemented and tested at the district datacenter. Decommissioning of legacy PRI lines completed. Canceling PRI accounts. **Staff Responsible for Monitoring:** Director of Technology **Problem Statements:** District Processes & Programs 2	Moderate Progress	Some Progress	No Progress	Accomplished

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Leverage E-rate category 2 funding to modernize district network infrastructure by upgrading cabling at two campuses, replacing all UPS units in network closets, replacing two wireless controllers and two internet routers, and migrating to Aruba Cloud Central to improve reliability, efficiency, and provide cost savings while maximizing available federal discounts. **Strategy's Expected Result/Impact:** Receipt and documentation of E-rate category 2 funding commitment letter. Completion of reports and invoices for funded projects. Verification of 85% reimbursemsent and 15% district cost share. **Staff Responsible for Monitoring:** Director of Technology **Problem Statements:** District Processes & Programs 3	Some Progress	Moderate Progress	Moderate Progress	Accomplished
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

District Processes & Programs
Problem Statement 2: The district experiences disruptions to communication and learning tools due to infrastructure vulnerabilities and system dependencies. **Root Cause**: Power outages at the Admin building create phone outages district-wide, SIS authentication depends on uninterrupted internet connectivity, lack of backup power solutions, centralized systems and services are hosted on-premises without cloud failover or redundant service.
Problem Statement 3: The district's technology devices and infrastructure face sustainability challenges due to heavy reliance on bond funding and limited local funding options. **Root Cause**: Limited local funds for hardware refresh or technology upgrades, end of life hardware/ software accumulating due to funding gaps, and a decline in low-income student population affecting E-Rate percentages.

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

Performance Objective 2: In 2025-2026, BISD will allocate state and federal funds to support the overall instructional program of the district and to address learning loss resulting in all students group meeting or exceeding the math and reading Meets Grade Level targets for the early literacy and numeracy goals, and a 10% or more improvement in Meets Grade Level performance on all STAAR exams for each racial/ethnic and special program population group identify as under performing in 2024. (Federal and State fiscal compliance)

High Priority

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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: The district will support supplemental special education early intervention by providing IDEA-B Preschool funding for supplemental needs such as personnel, intervention, professional development, supplies, and materials. **Strategy's Expected Result/Impact:** Improved individualized progress and academic performance in alignment with the performance objective measures. **Staff Responsible for Monitoring:** Director of Special Services **Results Driven Accountability** **Problem Statements:** Demographics 2 - Student Learning 5 **Funding Sources:** - 225 - IDEA B Preschool - $74,242	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	Some Progress	Moderate Progress	Considerable	Accomplished

Strategy 2 Details	Reviews			
Strategy 2: The district will support supplemental special education Elementary, Middle, and High School instruction by providing IDEA-B funding for supplemental needs such as personnel, intervention, professional development, supplies, and materials. **Strategy's Expected Result/Impact:** Improved individualized progress and academic performance in alignment with the performance objective measures. **Staff Responsible for Monitoring:** Director of Special Services **Results Driven Accountability** **Problem Statements:** Demographics 2 - Student Learning 5	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	Some Progress	Moderate Progress	Considerable	Accomplished

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: The district will support content and language acquisition by providing local and Federal funding for supplemental needs such as personnel, ESL certification training and reimbursement, intervention, family and engagement activities, supplies, leadership training, memberships, and materials. **Strategy's Expected Result/Impact:** Improved academic performance in alignment with the performance objective measures. **Staff Responsible for Monitoring:** Assistant Superintendent of Elementary Academics: Language Acquisition and Early Childhood **Results Driven Accountability** **Problem Statements:** Student Learning 7 - District Processes & Programs 6 **Funding Sources:** Parent and Family Engagement - 263 - Title III, Part A - $1,000, Program Administrator Travel - 263 - Title III, Part A - $2,800, Parent and Family Liaison PCN 14278 - 263 - Title III, Part A Personnel - $18,000, Title III, Part A Indirect Cost - 263 - Title III, Part A - $5,291, Classroom Supplies - 263 - Title III, Part A - $1,719, Parent Staff Development - 263 - Title III, Part A - $500, Supplies for Siedlitz - 263 - Title III, Part A - $700, PFE Snacks - 263 - Title III, Part A - $50, TSI Bootcamp - 263 - Title III, Part A Personnel - $2,500	Some Progress	Considerable	Considerable	Continue/ Modify

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: The district will coordinate with the Region 4 ESC to recruit, identify and serve Migrant students. **Strategy's Expected Result/Impact:** Informational migrant posters visibly displayed on each campus (provided by Region 4). 90% of Migrant Surveys returned by parents/caregivers. Number of students identified as Migrant through online & paper enrollment. **Staff Responsible for Monitoring:** Language Acquisition Coordinator Assistant Superintendent of Elementary Academics: Language Acquisition and Early Childhood **Problem Statements:** Student Learning 1 - District Processes & Programs 9	Some Progress	Considerable	Considerable	Continue/ Modify

Strategy 5 Details	Reviews			
	Formative			Summative
Strategy 5: The district will provide McKinney-Vento and Title I related services to students who have been identified as homeless. **Strategy's Expected Result/Impact:** Students identified as homeless will receive the supports and services needed for an increase in the number of students to be promoted to the next grade, and that will result a reduction in the dropout rate. **Staff Responsible for Monitoring:** At-Risk Coordinator Deputy Superintendent of Administrative Services **Results Driven Accountability** **Problem Statements:** Demographics 1 - Student Learning 1 - District Processes & Programs 8, 9 **Funding Sources:** McKinney-Vento Resources/Supplies to meet needs of identified students - 889 - Federal Programs Reservation (Title I) - 211.**.6***.00.***.** - $3,000	Nov	Jan	Mar	June
	Some Progress	Considerable	Considerable	Accomplished

Strategy 6 Details	Reviews			
	Formative			Summative
Strategy 6: The district will provide personnel, programs, materials, professional development and services designed to improve and enhance the general education program for ALL (At-Risk, SPED, ECOD, General Ed, etc) students. Including: Materials, Supplies, Services, Personnel and Resources **Strategy's Expected Result/Impact:** 2022 underperforming BISD student groups will close the gap between the performance of the group and both the state and the traditionally higher performing groups on STAAR assessments. **Staff Responsible for Monitoring:** Director of State and Federal Programs **Results Driven Accountability** **Problem Statements:** District Processes & Programs 4 **Funding Sources:** Training and materials to support the effective use of technology - 289 - Title IV, Part A - $5,000, Professional Development and District Travel - 889 - Federal Programs Reservation (Title I) - $1,000, Supplemental Instructional Programs, resources and professional development allocated to campuses to support closing learning gaps - 211 - Title I, Part A - $2,248,246, Truancy Officers - Local 24 - State Comp Personnel - $160,000, SCE funds to Campuses-Schoolwide - Local 30-State Comp Ed - $211,349, Director State and Federal Programs (50%) - 889 - Federal Programs Reservation (Title I) - 211.21.6119.00.889.24 - $66,187, Title I, Part A Indirect Cost Total - 889 - Federal Programs Reservation (Title I) - $98,738, Title II, Part A Indirect Cost Rate - 255 - Title II, Part A - $15,901, Title IV, Part A Indirect Cost Amount - 289 - Title IV, Part A - $7,199, Interventionists-Title 1 Campuses - Local 30-State Comp Ed Personnel - $1,182,000, High School Credit Recovery Teachers - Local 24 - State Comp Personnel - $386,800, District Funded Campus Content Specialists - Local 24 - State Comp Personnel - $320,000, SCE Funds to Campus Non-Title - Local 24 - State Comp - $61,987, Dean of Instruction - 889 - Federal Programs Reservation (Title I) - $102,000, District Content Specialists-Science & SS - 255- Title II, Part A Personnel - $160,000, Supplemental Paraprofessionals - Local 24 - State Comp Personnel - $243,000, Interventionist Non-Title I Campuses - Local 24 - State Comp Personnel - $385,000, FIS Instructional Coach - Local 30-State Comp Ed Personnel - $80,000, College (Bridge) Materials - 289 - Title IV, Part A - $22,500	Nov	Jan	Mar	June
	Moderate Progress	Considerable	Considerable	Accomplished

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: The district will actively support, monitor and provide funds and resources that are aligned to the parent & family engagement needs and goals of the Title I, Part A Schoolwide campuses. The district will make available in both English and Spanish the district and campus improvement plans. **Strategy's Expected Result/Impact:** By the end of the year, all BISD Title I, Part A School Wide Programs will report increased parent engagement. **Staff Responsible for Monitoring:** Director of Federal Programs **Problem Statements:** District Processes & Programs 4 **Funding Sources:** Parent and Family Engagement - 211 - Title I, Part A Parent & Family Engagement - $1,000	Considerable	Considerable	Considerable	Accomplished

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Provide an effective and comprehensive Gifted and Talented program to all district qualifying students. **Strategy's Expected Result/Impact:** 80% or more of G/T identified students will score at the Masters Grade Level standard or higher on all STAAR exams. 75% or more of high school students who are identified as G/T will enroll in advanced classes or take dual credit courses. 75% or more of high school students who are identified as G/T will meet the Texas Success Initiative (TSI) criterion under CCMR. **Staff Responsible for Monitoring:** Advanced Academics Coordinator Deputy Superintendent of Curriculum, Instruction, & Assessment **Problem Statements:** Demographics 1 - Student Learning 3 - District Processes & Programs 8, 11	Some Progress	Considerable	Considerable	Accomplished

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: The district will utilize the Early Education Allotment to adequately staff and support the education of students in grades PK through 3. **Strategy's Expected Result/Impact:** Improved academic performance in alignment with the performance objective measures. **Staff Responsible for Monitoring:** Assistant Superintendent of Elementary Academics: Language Acquisition and Early Childhood **Problem Statements:** Demographics 2 - Student Learning 1, 2, 5 - District Processes & Programs 9, 10	Moderate Progress	Considerable	Considerable	Continue/ Modify

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10: The district will actively support, monitor and provide resources to eligible and participating Private Non-Profit schools. **Strategy's Expected Result/Impact:** Provide support to eligible students and teachers in eligible and participating private non-profit schools. **Staff Responsible for Monitoring:** Director of State and Federal Programs **Problem Statements:** Student Learning 6 - District Processes & Programs 4, 5 **Funding Sources:** Private Non-profit OLQP - 255 - Title II, Part A - $7,030, PNP-OLQP - 289 - Title IV, Part A - $3,040, OLQP PNP Supplies and Materials - 889 - Federal Programs Reservation (Title I) - $5,175	Discontinue	Discontinue	Discontinue	Discontinue

Strategy 11 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11: The district will utilize TEHCY and Brazoria County ARP grant funding to continue implementation of the ASCEND Program which will provide additional wrap around support to students experiencing homelessness. **Strategy's Expected Result/Impact:** Students identified as homeless will receive the supports and services needed for an increased number of students to be promoted to the next grade, and that will result a reduction in the dropout rate. **Staff Responsible for Monitoring:** At Risk Coordinator Deputy Superintendent of Administrative Services **Results Driven Accountability - Equity Plan** **Problem Statements:** Student Learning 1, 6 - District Processes & Programs 5, 9, 14	Some Progress	Considerable	Considerable	Accomplished

No Progress   Accomplished   Continue/Modify   Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Declining Enrollment and Average Daily Attendance are reducing state aid. **Root Cause**: Attendance rates continue to be below pre-COVID levels.
Problem Statement 2: Staffing shortages throughout the state continue to impact our ability to staff each and every classroom with highly-qualified teacher, specifically in special education (self-contained) and secondary core. **Root Cause**: Declining enrollment in EPPs and reduction in candidates seeking certification in high need areas impacts the number of highly qualified teachers entering the profession.

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

Student Learning

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

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

Problem Statement 5: Staffing shortages throughout the state continue to impact our ability to staff each and every classroom with highly-qualified teacher, specifically in special education (self-contained) and secondary core. **Root Cause**: Declining enrollment in EPPs and reduction in candidates seeking certification in high need areas impacts the number of highly qualified teachers entering the profession.

Problem Statement 6: There is a lack of professional learning and collaboration opportunities for vertical alignment of content past the three regularly scheduled District PD content days. **Root Cause**: There is a need for opportunities for teachers to collaborate with grade levels within the content area to vertically align content and expectations throughout the school year.

Problem Statement 7: There is a need for more defined PD Pathways for non-teaching roles throughout the District. **Root Cause**: While PD Pathways are consistent and defined for teaching staff, professional learning expectations are inconsistent or unclear for specialized roles such as Coordinators, Paraprofessionals and Support Staff.

District Processes & Programs

Problem Statement 4: Limited fundraising across all campuses. **Root Cause**: Fundraising efforts are not consistently implemented across all campuses.

Problem Statement 5: There is a lack of professional learning and collaboration opportunities for vertical alignment of content past the three regularly scheduled District PD content days. **Root Cause**: There is a need for opportunities for teachers to collaborate with grade levels within the content area to vertically align content and expectations throughout the school year.

Problem Statement 6: There is a need for more defined PD Pathways for non-teaching roles throughout the District. **Root Cause**: While PD Pathways are consistent and defined for teaching staff, professional learning expectations are inconsistent or unclear for specialized roles such as Coordinators, Paraprofessionals and Support Staff.

Problem Statement 8: Declining Enrollment and Average Daily Attendance are reducing state aid. **Root Cause**: Attendance rates continue to be below pre-COVID levels.

Problem Statement 9: High-leverage instructional strategies of focus (Tier 1 Priorities) are not universally and consistently observed across the district likely resulting in lower levels of learning, especially for the most vulnerable learners in all content areas. **Root Cause**: There is a need for additional professional development focused on the practicing and monitoring of strategies and adopted resources as well as the development of additional resources to support implementation.

Problem Statement 10: Students struggle with demonstrating learning through writing both extended and short-constructed responses. **Root Cause**: Additional time, professional development, campus / district-based monitoring and support are needed to see systematic implementation of frequent writing practices in all content areas.

Problem Statement 11: Brazosport ISD graduates are below the state level of performance for College Readiness as evidenced by assessment results such as SAT, TSI, and AP. **Root Cause**: There is a lack of professional development regarding the expectations of rigor for college-ready measures and increasing awareness of opportunities within the district to support success.

Problem Statement 14: Data from the mental health incident reports show an increase in contacts with students experiencing serious mental health issues at the middle, intermediate, and high school levels. **Root Cause**: The increase in mental health issues is largely driven by a deficiency in student resiliency skills. This deficiency stems from limited structured opportunities for students to build emotional regulation, coping strategies, and adaptive problem-solving skills during various developmental stages.

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

Performance Objective 1: In 2025-2026, BISD will develop programs to attract and retain highly effective staff.

High Priority

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

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
	Formative			Summative
Strategy 1: Partner with Sponsor, Alternative Certification Providers and colleges/universities to maintain the Registered Apprenticeship program. **Strategy's Expected Result/Impact:** An MOU will be developed to define the partnership. 50 or more apprentices will participate in the program. Identify and partner with ACP partners for teacher certification **Staff Responsible for Monitoring:** Chief Human Resources Officer **Equity Plan** **Problem Statements:** Demographics 2 - Student Learning 5	**Nov**	**Jan**	**Mar**	**June**
	Some Progress	Considerable	Considerable	Accomplished

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: Strategically place apprentices within campuses to ensure that candidates receive the appropriate mentorship and support they need to be successful. **Strategy's Expected Result/Impact:** Using interview information, campus needs assessments and local teacher interviews, all apprentices will be assigned to placements that promote their success according to their RAP guidelines. **Staff Responsible for Monitoring:** Chief Human Resources Officer **Equity Plan** **Problem Statements:** Demographics 2 - Student Learning 5 **Funding Sources:** Mentor Program - 255- Title II, Part A Personnel - $75,000	**Nov**	**Jan**	**Mar**	**June**
	Some Progress	Considerable	Considerable	Accomplished

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Identify funding opportunities (federal, state, local and private) to sustain the Registered Apprenticeship Program. **Strategy's Expected Result/Impact:** By the end of the year, the district, along with sponsor, will submit one grant proposal to help sustain the apprentice program. **Staff Responsible for Monitoring:** Chief Human Resources Officer **Equity Plan** **Problem Statements:** Demographics 2 - Student Learning 5	Some Progress	Moderate Progress	Considerable	Accomplished

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Maintain, monitor, and expand the Teacher Incentive Allotment to reward teachers who bridge the learning gap and through evaluation demonstrate student achievement. **Strategy's Expected Result/Impact:** The Teacher Incentive Allotment program will implement the planned design to evaluate all eligible teachers to determine student achievement in their perspective areas and reward teachers monetarily if meet predetermined criteria. Pilot Social Studies for expansion. Utilize and pilot Sibme AI for evaluation support for administrators. TIA Coordinator & SIbme are paid for through the 10% TIA funds. **Staff Responsible for Monitoring:** Chief of Human Resources, Dep. Supt. Curriculum & Assessment **Results Driven Accountability - Equity Plan** **Problem Statements:** Student Learning 4 - District Processes & Programs 12	Some Progress	Moderate Progress	Considerable	Accomplished

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Utilize alternative or local funding to provide a recognition and wellness program to support BISD HR Talent acquisition and retention strategies. **Strategy's Expected Result/Impact:** The recognition and wellness program will support the Human Resource Department's effort to maintain our continuity of services through staff acquisition and retention by providing an easy-to-use and effective employee engagement solutions that supports HR and staff wellness. **Staff Responsible for Monitoring:** Chief Human Resources Officer **Problem Statements:** Student Learning 6 - District Processes & Programs 5	Some Progress	Moderate Progress	Considerable	Accomplished

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: The district will assign Preferred Subs to campuses to help support substitute teacher fill rates. **Strategy's Expected Result/Impact:** There will be an increase in the percentage of filled assignments by substitute teachers. **Staff Responsible for Monitoring:** Chief Human Resources Officer **Problem Statements:** District Processes & Programs 1	Some Progress	Moderate Progress	Considerable	Accomplished

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Staffing shortages throughout the state continue to impact our ability to staff each and every classroom with highly-qualified teacher, specifically in special education (self-contained) and secondary core. **Root Cause**: Declining enrollment in EPPs and reduction in candidates seeking certification in high need areas impacts the number of highly qualified teachers entering the profession.

Student Learning
Problem Statement 4: The results from our current evaluation (TTESS) and feedback system shows a lack of alignment between teacher performance ratings and actual student growth outcomes. Additionally, the time-intensive nature of these evaluations presents a significant burden, reducing the capacity for meaningful feedback and consistent implementation. **Root Cause**: The current evaluation process relies on subjective observations and lacks systematic integration of student growth data, and we are lacking streamlined tools to support efficient, consistent, and actionable feedback.
Problem Statement 5: Staffing shortages throughout the state continue to impact our ability to staff each and every classroom with highly-qualified teacher, specifically in special education (self-contained) and secondary core. **Root Cause**: Declining enrollment in EPPs and reduction in candidates seeking certification in high need areas impacts the number of highly qualified teachers entering the profession.
Problem Statement 6: There is a lack of professional learning and collaboration opportunities for vertical alignment of content past the three regularly scheduled District PD content days. **Root Cause**: There is a need for opportunities for teachers to collaborate with grade levels within the content area to vertically align content and expectations throughout the school year.

District Processes & Programs
Problem Statement 1: Walkthroughs of campuses revealed that safety protocols for substitutes are in need of continued refinement to ensure that they are equipped for crisis situations. **Root Cause**: Campus safety protocols with substitutes is fluid since this happens during a high work period each morning. Campuses need identified safety designees with outlined, systematic processes to ensure substitutes are prepared for crisis situations.
Problem Statement 5: There is a lack of professional learning and collaboration opportunities for vertical alignment of content past the three regularly scheduled District PD content days. **Root Cause**: There is a need for opportunities for teachers to collaborate with grade levels within the content area to vertically align content and expectations throughout the school year.

District Processes & Programs
Problem Statement 12: The results from our current evaluation (TTESS) and feedback system shows a lack of alignment between teacher performance ratings and actual student growth outcomes. Additionally, the time-intensive nature of these evaluations presents a significant burden, reducing the capacity for meaningful feedback and consistent implementation. **Root Cause**: The current evaluation process relies on subjective observations and lacks systematic integration of student growth data, and we are lacking streamlined tools to support efficient, consistent, and actionable feedback.

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

Performance Objective 2: In 2025-2026, BISD will ensure that teachers are receiving high-quality professional development that will support their efforts to improve classroom instruction and student performance.

High Priority

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

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement the District Professional Development Plan with an emphasis on improving the level of pedagogy in core subject classrooms and principal leadership development. **Strategy's Expected Result/Impact:** By the end of the school year, all instructional staff will complete the appropriate year of their professional develop pathway in accordance with T-TESS and P-TESS Dimension 4.3. **Staff Responsible for Monitoring:** Director of Instruction & Professional Learning and Asst. Superintendent of Secondary Academics **Results Driven Accountability - Equity Plan** **Problem Statements:** Student Learning 1, 7 - District Processes & Programs 6, 9 **Funding Sources:** Professional Development - 289 - Title IV, Part A - $13,500, Professional Development Supplies - 255 - Title II, Part A - $1,000, Professional Development - 255 - Title II, Part A - $129,500, Professional Development-Principal - 263 - Title III, Part A - $4,000	Some Progress	Considerable	Considerable	Continue/ Modify

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide curriculum documents for K-12 core classes that organize TEKS into units of study and offer guidance for sequencing and pacing. **Strategy's Expected Result/Impact:** Revision of the curriculum documents in the curriculum management plan timeline will be at 100% complete. **Staff Responsible for Monitoring:** Deputy Superintendent of Curriculum, Instruction, & Assessment All content area coordinators/specialists **Problem Statements:** Student Learning 1, 2, 3 - District Processes & Programs 9, 10, 11	Moderate Progress	Considerable	Accomplished	Accomplished

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: New to the district K-3 teachers will attend and implement components of a teacher literacy achievement academy as phase four of the HB 3 Reading Academy requirements. **Strategy's Expected Result/Impact:** 65% or more of students in grades 1-3 will demonstrate a minimum of one year of growth using the Star Renaissance screener. 58% of grade 3 students will perform at Meets Grade Level on the STAAR reading. **Staff Responsible for Monitoring:** Deputy Superintendent of Elementary Academics: Language Acquisition and Early Childhood **Results Driven Accountability** **Problem Statements:** Student Learning 1 - District Processes & Programs 9	Some Progress	Moderate Progress	Considerable	Continue/ Modify

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Early childhood support personnel will receive updated training to enable them to better support early childhood classroom teachers. **Strategy's Expected Result/Impact:** 65% or more of students in grades 1-3 will demonstrate a minimum of one year of growth using the Star Renaissance screener. 58% of grade 3 students will perform at Meets Grade Level on the STAAR reading. **Staff Responsible for Monitoring:** Deputy Superintendent of Elementary Academics: Language Acquisition and Early Childhood **Problem Statements:** Student Learning 1 - District Processes & Programs 9	Some Progress	Moderate Progress	Considerable	Continue/ Modify

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: The Coordinator of Federal Programs will convene the Programs Advisory Council along with the DEIC to provide meaningful consultation with teachers, principals and other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the statutory purpose of Title II, Part A. **Strategy's Expected Result/Impact:** Title II, Part A funds will be allocated appropriately. **Staff Responsible for Monitoring:** Director of Federal Programs **Equity Plan** **Problem Statements:** Demographics 2 - Student Learning 5, 6, 7 - District Processes & Programs 5, 6	Moderate Progress	Considerable	Considerable	Accomplished

No Progress   Accomplished   Continue/Modify   Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 2: Staffing shortages throughout the state continue to impact our ability to staff each and every classroom with highly-qualified teacher, specifically in special education (self-contained) and secondary core. **Root Cause**: Declining enrollment in EPPs and reduction in candidates seeking certification in high need areas impacts the number of highly qualified teachers entering the profession.

Student Learning

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

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District Processes & Programs

Problem Statement 5: There is a lack of professional learning and collaboration opportunities for vertical alignment of content past the three regularly scheduled District PD content days. **Root Cause**: There is a need for opportunities for teachers to collaborate with grade levels within the content area to vertically align content and expectations throughout the school year.

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State Compensatory

Budget for District Improvement Plan

Total SCE Funds:
Total FTEs Funded by SCE: 5
Brief Description of SCE Services and/or Programs

Personnel for District Improvement Plan

Name	Position	FTE
Darrel Johnson	Attendance Officer	1
Esmeralda Ayala	Attendance Officer	1
Gary Jones	Attendance Officer	1
Julie Engelking	At Risk Coordinator	1
Sharon Ritchie	Mentor/Volunteer Liaison	1

Title I

Title I Personnel

Name	Position	Program	FTE
Sherry Phillips	Director of Federal Programs	Title I, Part A	0.5

District Educational Improvement Council

Committee Role	Name	Position
Parent Representative	Jessica Mahanay	Secondary Parent
Superintendent	Danny Massey	Superintendent
Parent Representative	Jason Connell	Parent - Brazoswood HS
Parent Representative - Title I, Pt A	Zach Collins	Parent - Rasco MS
Community-Member	Curtis Adams	Community Member
Business/Community-Based Organization	Gina Aguirre Adams	Brazoria County Hispanic Chamber of Commerce
Business/Community-Based Organization	Diona Wooderson	Communities in Schools
Local Government Representative	Dr. Danielle Kelly	Freeport City Manager
Local Government Representative	Modesto Mundo	Lake Jackson City Manager
Local Government Representative	? ?	Law Enforcement
Specialized Instructional Support Personnel	Stephanie Cressman	Special Education Coordinator
Specialized Instructional Support Personnel	Brenda Sutter	Coordinator of Identification/Compliance Services
Specialized Instructional Support Personnel	Lara Nichols	Nurse
Specialized Instructional Support Personnel	Darla Michaelidis	Secondary Counselor - Brazoswood HS
Speci Instructional Support Personnel - T-I, PA	Kelsey Cardona	Elementary Counselor
Speci Instructional Support Personnel - T-I, PA	Katy Gipson	Elementary Counselor
Speci Instructional Support Personnel - T-I, PA	Misty Ingram	Secondary Counselor - Brazosport HS
Paraprofessional - Title I, Pt A	Gaven Ringo	Paraprofessional - Brannen
Paraprofessional - Title I, Pt A	Claribel Myers	Paraprofessional - Clute IS
Paraprofessional	Karla Treaster	Sped Paraprofessdional - Rasco MS
Student	Abigail Aracia	12 th Gr Brazosport HS
Student	Ethan Garza	12th Gr Brazoswood HS
Student	Miah Morales	11th Gr Brazosport HS
Student	Zoe White	11 th Gr Brazoswood HS
Administrator	Danny Massey	Superintendent
Administrator	Jay Whitehead	Deputy Superintendent Secondary School
Others With Relevant and Demonstrated Expertise	Rita Cundieff	Deputy Superintendent Elementary/Language Acquisit

Committee Role	**Name**	**Position**
Administrator	Brian Cole	Deputy Superintendent
Administrator	Jennifer Nabors	Chief Human Resource Officer
Administrator	Ludivina Cansino	Chief Financial Officer
Others With Relevant and Demonstrated Expertise	Monty Burger	Chief Technology and Operations Officer
Classroom Teacher	Jamie Evans	Elementary Special Education - Freeport ES
Classroom Teacher	Aletha Coulter	Secondary Special Education - Clute IS
Classroom Teacher	James Weaver	Secondary Teacher - Brazoswood HS
Classroom Teacher	Jeanene Hudec	Secondary Teacher
Classroom Teacher	Brandy Barrett	Secondary Teacher
Classroom Teacher	Holly Spear	Secondary Teacher
Classroom Teacher	Matthew Mackey	Secondary Teacher
Classroom Teacher	Sabrina Francis	Secondary Teacher
Classroom Teacher	Thomas Torres	Secondary Teacher
Classroom Teacher	Alicia Pena	Secondary Teacher
Classroom Teacher	Shannon Kelly	Elementary Teacher
Classroom Teacher	Jessica Van Cleave	Elementary Teacher
Classroom Teacher	Ruth Stokes	Elementary Teacher
Classroom Teacher	Julia Jackson	Elementary Teacher
Classroom Teacher	Jeannette Gilbert	Elementary Teacher
Classroom Teacher	Anita Thacker	Elementary Teacher
Classroom Teacher	Dayna Hall	Elementary Teacher
Classroom Teacher	Brookelyn Floyd	Elementary Teacher
Classroom Teacher	Jeana Andrews	Elementary Teacher
Classroom Teacher	Bridget Tidwell	Elementary Teacher
Classroom Teacher	Kelli Montgomery	Elementary Teacher
Classroom Teacher	Jess Shelton	Elementary Teacher
Other School Leaders - Title I, Pt A	Juan Perez	Assistant Principal - Freeport IS
Other School Leaders	Lisa Whitlow	Assistant Principal - Brazoswood HS
Principal - Title I, Pt A	Ronald Mercer	Elementary Principal - Freeport ES
Principal - Title I Pt A (Chair)	Tara Fulton	Secondary Principal - Clute IS
Principal - Title I, Pt A	Keith Fuller	Secondary Principal - Rasco MS

Committee Role	Name	Position
Federal Programs Rep (Secretary)	Lisa Herrera	Director of Federal Programs
DEIC Facilitator	Ron Redden	Superintendent Designee

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
    - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
    - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

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

District Funding Summary

SCE 199- Summer School/Summer School NOW (HB 4545)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	4	Summer School and Summer School Now		$500,000.00
				Sub-Total	$500,000.00
				Budgeted Fund Source Amount	$500,000.00
				+/- Difference	$0.00

Local 24 - State Comp Personnel					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	5	Mentor Liaison		$65,000.00
2	2	8	At-Risk Coordinator		$85,000.00
4	2	6	Truancy Officers		$160,000.00
4	2	6	Supplemental Paraprofessionals		$243,000.00
4	2	6	Interventionist Non-Title I Campuses		$385,000.00
4	2	6	High School Credit Recovery Teachers		$386,800.00
4	2	6	District Funded Campus Content Specialists		$320,000.00
				Sub-Total	$1,644,800.00
				Budgeted Fund Source Amount	$711,000.00
				+/- Difference	-$933,800.00

Local 30-State Comp Ed Personnel					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	2	6	FIS Instructional Coach		$80,000.00
4	2	6	Interventionists-Title 1 Campuses		$1,182,000.00
				Sub-Total	$1,262,000.00
				Budgeted Fund Source Amount	$162,000.00
				+/- Difference	-$1,100,000.00

Local 26 State Comp Ed (BSA)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	3	Supplies and Materials - Brazos Success Academy		$89,318.00

Local 26 State Comp Ed (BSA)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	9	Imagine Learning/Edgenuity		$77,350.00
				Sub-Total	$166,668.00
				Budgeted Fund Source Amount	$77,350.00
				+/- Difference	-$89,318.00

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	6	Supplemental Instructional Programs, resources and professional development allocated to campuses to support closing learning gaps		$2,248,246.00
				Sub-Total	$2,248,246.00
				Budgeted Fund Source Amount	$355,481.00
				+/- Difference	-$1,892,765.00

211 - Title I, Part A Parent & Family Engagement					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	7	Parent and Family Engagement		$1,000.00
				Sub-Total	$1,000.00
				Budgeted Fund Source Amount	$1,000.00
				+/- Difference	$0.00

255 - Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	6	Title II, Part A Indirect Cost Rate		$15,901.00
4	2	10	Private Non-profit OLQP		$7,030.00
5	2	1	Professional Development Supplies		$1,000.00
5	2	1	Professional Development		$129,500.00
				Sub-Total	$153,431.00
				Budgeted Fund Source Amount	$412,079.00
				+/- Difference	$258,648.00

263 - Title III, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Imagine Learning Language and Literacy Licenses		$34,500.00
1	4	6	Contracted Services		$9,240.00

263 - Title III, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	6	Teacher Professional Development		$15,812.00
1	4	6	Seidlitz Dictado		$5,595.00
1	4	8	Read 180 Licenses		$13,625.00
4	2	3	Parent and Family Engagement		$1,000.00
4	2	3	Program Administrator Travel		$2,800.00
4	2	3	Supplies for Siedlitz		$700.00
4	2	3	Title III, Part A Indirect Cost		$5,291.00
4	2	3	Parent Staff Development		$500.00
4	2	3	Classroom Supplies		$1,719.00
4	2	3	PFE Snacks		$50.00
5	2	1	Professional Development-Principal		$4,000.00
				Sub-Total	$94,832.00
				Budgeted Fund Source Amount	$134,719.00
				+/- Difference	$39,887.00

289 - Title IV, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	1	Character Education Curriculum-2Words		$6,000.00
2	2	1	Character Education on site Student and Staff Training		$6,500.00
4	2	6	Title IV, Part A Indirect Cost Amount		$7,199.00
4	2	6	College (Bridge) Materials		$22,500.00
4	2	6	Training and materials to support the effective use of technology		$5,000.00
4	2	10	PNP-OLQP		$3,040.00
5	2	1	Professional Development		$13,500.00
				Sub-Total	$63,739.00
				Budgeted Fund Source Amount	$187,020.00
				+/- Difference	$123,281.00
				Grand Total Budgeted	$2,540,649.00
				Grand Total Spent	$6,134,716.00
				+/- Difference	-$3,594,067.00

Addendums

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Calculation Report

STAAR Performance	Reading/Language Arts (RLA)	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	6,962	5,655	2,788	1,809	17,214	
Approaches GL or Above	5,142	4,179	2,000	1,419	12,740	74%
Meets GL or Above	3,482	2,475	994	760	7,711	45%
Masters GL	1,180	878	256	331	2,645	15%
Total Percentage Points						134%
Component Score						**45**

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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	74%	58%	72%	81%	77%	96%	70%	71%	68%
At Meets GL Standard or Above	45%	27%	41%	56%	54%	71%	40%	39%	37%
At Masters GL Standard	15%	6%	12%	23%	24%	37%	20%	13%	11%
Number of Tests									
At Approaches GL Standard or Above	12,740	723	7,059	4,273	57	235	7	386	8,669
At Meets GL Standard or Above	7,711	332	4,007	2,944	40	174	4	210	4,724
At Masters GL Standard	2,645	80	1,172	1,212	18	92	2	69	1,376
Total Tests	17,214	1,246	9,796	5,302	74	246	10	540	12,668
Reading/Language Arts (RLA)									
Percent of Tests									
At Approaches GL Standard or Above	74%	57%	72%	80%	73%	97%	100%	74%	68%
At Meets GL Standard or Above	50%	31%	46%	61%	53%	82%	33%	45%	42%
At Masters GL Standard	17%	7%	13%	25%	13%	43%	33%	14%	12%
Number of Tests									
At Approaches GL Standard or Above	5,142	292	2,876	1,693	22	95	3	161	3,515
At Meets GL Standard or Above	3,482	159	1,848	1,281	16	80	1	97	2,160
At Masters GL Standard	1,180	36	531	535	4	42	1	31	608
Total Tests	6,962	512	3,988	2,114	30	98	3	217	5,171
Mathematics									
Percent of Tests									
At Approaches GL Standard or Above	74%	60%	72%	81%	76%	99%	67%	67%	68%
At Meets GL Standard or Above	44%	25%	40%	54%	48%	68%	33%	36%	37%
At Masters GL Standard	16%	6%	13%	22%	24%	34%	33%	12%	11%
Number of Tests									
At Approaches GL Standard or Above	4,179	241	2,298	1,423	19	75	2	121	2,875
At Meets GL Standard or Above	2,475	102	1,291	951	12	52	1	66	1,543
At Masters GL Standard	878	25	417	381	6	26	1	22	482
Total Tests	5,655	403	3,201	1,766	25	76	3	181	4,199
Science									

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Accountability Groups									
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^
Percent of Tests									
At Approaches GL Standard or Above	72%	55%	69%	80%	75%	88%	33%	65%	66%
At Meets GL Standard or Above	36%	20%	31%	48%	58%	50%	33%	30%	28%
At Masters GL Standard	9%	4%	6%	16%	25%	23%	0%	8%	6%
Number of Tests									
At Approaches GL Standard or Above	2,000	113	1,093	691	9	35	1	58	1,356
At Meets GL Standard or Above	994	41	483	415	7	20	1	27	576
At Masters GL Standard	256	8	87	142	3	9	0	7	122
Total Tests	2,788	205	1,573	866	12	40	3	89	2,044
Social Studies									
Percent of Tests									
At Approaches GL Standard or Above	78%	61%	77%	84%	100%	94%	100%	87%	74%
At Meets GL Standard or Above	42%	24%	37%	53%	71%	69%	100%	38%	35%
At Masters GL Standard	18%	9%	13%	28%	71%	47%	0%	17%	13%
Number of Tests									
At Approaches GL Standard or Above	1,419	77	792	466	7	30	1	46	923
At Meets GL Standard or Above	760	30	385	297	5	22	1	20	445
At Masters GL Standard	331	11	137	154	5	15	0	9	164
Total Tests	1,809	126	1,034	556	7	32	1	53	1,254

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Data Table: Additional Student Groups

Additional Student Groups													
	All Students	Econ Disadv	Non-Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Highly Mobile ⋆	Foster	Homeless	Migrant
All Subjects													
Percent of Tests													
At Approaches GL Standard or Above	74%	69%	85%	65%	67%	46%	85%	75%	70%	52%	50%	52%	50%
At Meets GL Standard or Above	45%	37%	60%	29%	33%	21%	60%	46%	39%	24%	13%	25%	13%
At Masters GL Standard	15%	11%	25%	8%	10%	5%	20%	16%	12%	6%	13%	7%	0%
Number of Tests													
At Approaches GL Standard or Above	12,740	7,997	4,743	1,618	1,821	1,430	319	10,165	2,575	194	4	182	8
At Meets GL Standard or Above	7,711	4,357	3,354	727	891	655	224	6,263	1,448	91	1	88	2
At Masters GL Standard	2,645	1,255	1,390	196	272	164	76	2,184	461	24	1	23	0
Total Tests	17,214	11,643	5,571	2,503	2,738	3,080	375	13,519	3,695	373	8	349	16
Reading/Language Arts (RLA)													
Percent of Tests													
At Approaches GL Standard or Above	74%	69%	85%	64%	66%	43%	89%	75%	68%	53%	33%	53%	57%
At Meets GL Standard or Above	50%	42%	66%	32%	36%	22%	66%	52%	44%	27%	0%	29%	14%
At Masters GL Standard	17%	12%	28%	8%	11%	5%	21%	18%	13%	6%	0%	7%	0%
Number of Tests													
At Approaches GL Standard or Above	5,142	3,250	1,892	673	756	537	143	4,134	1,008	83	1	78	4
At Meets GL Standard or Above	3,482	2,008	1,474	342	412	276	105	2,833	649	43	0	42	1
At Masters GL Standard	1,180	564	616	88	122	60	33	983	197	10	0	10	0
Total Tests	6,962	4,744	2,218	1,054	1,148	1,261	160	5,480	1,482	157	3	147	7
Mathematics													
Percent of Tests													
At Approaches GL Standard or Above	74%	69%	85%	70%	71%	50%	82%	75%	70%	48%	67%	48%	60%
At Meets GL Standard or Above	44%	37%	59%	33%	36%	23%	62%	45%	38%	25%	0%	25%	20%
At Masters GL Standard	16%	11%	25%	10%	12%	6%	20%	16%	13%	8%	0%	9%	0%
Number of Tests													
At Approaches GL Standard or Above	4,179	2,637	1,542	601	673	537	119	3,342	837	63	2	58	3
At Meets GL Standard or Above	2,475	1,408	1,067	286	343	245	90	2,014	461	32	0	31	1
At Masters GL Standard	878	428	450	86	115	64	29	721	157	11	0	11	0
Total Tests	5,655	3,847	1,808	863	947	1,078	145	4,454	1,201	130	3	122	5

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Additional Student Groups													
	All Students	Econ Disadv	Non-Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Highly Mobile ★	Foster	Homeless	Migrant
Science													
Percent of Tests													
At Approaches GL Standard or Above	72%	66%	83%	57%	59%	45%	77%	73%	69%	52%	0%	54%	33%
At Meets GL Standard or Above	36%	28%	51%	15%	20%	16%	38%	37%	32%	15%	0%	16%	0%
At Masters GL Standard	9%	6%	16%	3%	4%	4%	17%	10%	7%	0%	0%	0%	0%
Number of Tests													
At Approaches GL Standard or Above	2,000	1,253	747	222	249	220	40	1,589	411	28	0	27	1
At Meets GL Standard or Above	994	530	464	59	83	78	20	800	194	8	0	8	0
At Masters GL Standard	256	112	144	12	18	18	9	212	44	0	0	0	0
Total Tests	2,788	1,886	902	387	420	485	52	2,191	597	54	1	50	3
Social Studies													
Percent of Tests													
At Approaches GL Standard or Above	78%	73%	87%	61%	64%	53%	94%	79%	77%	63%	100%	63%	0%
At Meets GL Standard or Above	42%	35%	54%	20%	24%	22%	50%	44%	35%	25%	100%	23%	0%
At Masters GL Standard	18%	13%	28%	5%	8%	9%	28%	19%	15%	9%	100%	7%	0%
Number of Tests													
At Approaches GL Standard or Above	1,419	857	562	122	143	136	17	1,100	319	20	1	19	0
At Meets GL Standard or Above	760	411	349	40	53	56	9	616	144	8	1	7	0
At Masters GL Standard	331	151	180	10	17	22	5	268	63	3	1	2	0
Total Tests	1,809	1,166	643	199	223	256	18	1,394	415	32	1	30	1

\- Indicates there are no students in the group.

^ This is a new accountability group introduced in 2023; it includes students who are Econ Disadv, EB/EL (Current & Monitored), Special Ed (Current), or Highly Mobile.

★ This is an additional student group introduced in 2023; it includes students who are Foster, Homeless, or Migrant.

Texas Education Agency

2024 College, Career, and Military Readiness

BRAZOSPORT ISD (020905) - BRAZORIA COUNTY

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Calculation Report

	Annual Graduates	
	Count Credit	Component Score
Total		
Total graduates	823	
Total credit for CCMR criteria	**562**	**68%**

Data Table

	Annual Graduates	
	Count Credit	Percentage
College		
Texas Success Initiative (TSI) Criteria		
Met TSI criteria in both RLA and Mathematics	275	33%
Met TSI criteria in both RLA and Mathematics, excluding college prep courses	189	23%
TSI Criteria - Reading/Language Arts (RLA)		
Met TSI criteria for at least one indicator in RLA	382	46%
Met TSI criteria in RLA, excluding college prep courses	323	39%
Met TSI assessment criteria	201	24%
Met ACT criteria	9	1%
Met SAT criteria	242	29%
Earned credit for a college prep course	97	12%
TSI Criteria - Mathematics		
Met TSI criteria for at least one indicator in Mathematics	313	38%
Met TSI criteria in Mathematics, excluding college prep courses	200	24%
Met TSI assessment criteria	98	12%
Met ACT criteria	8	1%
Met SAT criteria	130	16%
Earned credit for a college prep course	135	16%
AP/IB Examination		
Met criterion score on an AP/IB exam in any subject	99	12%
Dual Course Credits		
Earned credit for at least 3 hours in RLA or Mathematics or 9 hours in any subject	188	23%
Associate's Degree		

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	Annual Graduates	
	Count Credit	Percentage
Earned an associate degree by August 31 immediately following high school graduation	0	0%
OnRamps Dual Enrollment Course		
Completed an OnRamps course and qualified for at least 3 hours of university or college credit in any subject	0	0%
Special Ed with Advanced Diploma Plan		
Received special education services and earned an advanced diploma	57	7%
Career		
Industry-Based Certifications (IBC)		
Earned an IBC	340	41%
Earned at least one sunsetting IBC and did not meet any other CCMR criteria	16	2%
Earned only a sunsetting IBC and are not included due to IBC cap*	0	0%
Level I or Level II Certificate		
Earned a level I or level II certificate in any workforce education area	5	1%
Graduate with Completed IEP and Workforce Readiness		
Received graduation type code of 04, 05, 54, or 55	11	1%
Military		
U.S. Armed Forces		
Enlisted in the U.S. Armed Forces	7	1%

* Beginning with 2023 ratings, a campus may not earn CCMR credit for more than five graduates, or 20 percent of graduates, whichever is higher, who only meet CCMR criteria via a sunsetting IBC.

Texas Education Agency

2024 Graduation Rate

BRAZOSPORT ISD (020905) - BRAZORIA COUNTY

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Calculation Report

Graduation Rate	All Students
Class of 2023, 4-year	91.1
Class of 2022, 5-year	91.4
Class of 2021, 6-year	92.7
Annual Dropout*	
Component Score	**92.7**

* Used only if 4-, 5-, or 6-year value is not available.

Data Table

	Accountability Groups									Additional Student Groups							
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^	Econ Disadv	Non-Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Highly Mobile⋆	Foster	Homeless	Migrant
4-Year Graduation Rate (Gr 9-12): Class of 2023																	
% Graduated	91.1%	88.5%	92.1%	90.0%	100.0%	100.0%	100.0%	86.2%	87.6%	87.5%	97.0%	85.7%	78.0%	53.8%	-	55.3%	50.0%
# Graduated	791	54	443	251	4	12	2	25	502	467	324	48	71	21	-	21	1
Total in Class	868	61	481	279	4	12	2	29	573	534	334	56	91	39	-	38	2
5-Year Extended Graduation Rate (Gr 9-12): Class of 2022																	
% Graduated	91.4%	89.8%	89.5%	94.5%	100.0%	100.0%	-	81.3%	88.7%	88.9%	96.4%	81.4%	75.0%	74.2%	-	74.2%	-
# Graduated	775	44	418	277	3	20	-	13	517	506	269	35	51	23	-	23	-
Total in Class	848	49	467	293	3	20	-	16	583	569	279	43	68	31	-	31	-
6-Year Extended Graduation Rate (Gr 9-12): Class of 2021																	
% Graduated	92.7%	87.5%	91.9%	94.3%	75.0%	100.0%	100.0%	100.0%	90.5%	90.5%	96.1%	87.0%	90.3%	62.9%	-	62.9%	-
# Graduated	842	56	445	298	3	18	1	21	512	493	349	47	56	22	-	22	-
Total in Class	908	64	484	316	4	18	1	21	566	545	363	54	62	35	-	35	-
Annual Dropout Rate (Gr 9-12): SY 2022-23																	
% Dropped Out	1.5%	2.2%	1.4%	1.3%	7.1%	0.0%	0.0%	3.3%	1.9%	1.9%	0.8%	2.8%	2.2%	4.8%	0.0%	5.1%	0.0%
% Dropped Out - Conversion	85.0%																
# Dropped Out	54	6	29	15	1	0	0	3	47	44	10	8	10	5	0	5	0
# of Students	3,610	270	2,021	1,161	14	51	2	91	2,493	2,336	1,274	281	454	105	2	99	4

+ Ever HS EB/ELs are included in the graduation rate. Annual Dropouts are current EB/ELs only.
- Indicates there are no students in the group.
^ This is a new accountability group introduced in 2023; it includes students who are Econ Disadv, EB/EL (Current & Monitored), Special Ed (Current), or Highly Mobile.
★ This is an additional student group introduced in 2023; it includes students who are Foster, Homeless, or Migrant.

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Calculation Report

School Progress: Academic Growth RLA and Math			
	Points Earned		Calculated
Annual Growth Points Earned	5,721.0	x1	5,721.00
Accelerated Learning Points Earned	661	x0.25	165.25
Sum of Annual Growth plus Accelerated Learning Points			5,886.25
Total Tests Evaluated			9,780
Academic Growth Score			**60**

Annual Growth RLA and Math			
	Count	Point	Calculated
Tests Earning 0 Points	3,517	0	0
Tests Earning 0.5 Points	1,084	0.5	542.0
Tests Earning 1 Point	5,179	1	5,179
Annual Growth Points Earned			5,721.0
Total Tests Evaluated			9,780
Annual Growth Score			**58**

Accelerated Learning RLA and Math			
	Count	Point	Calculated
Tests Earning 0 Points	1,457	0	0
Tests Earning 1 Point	661	1	661
Accelerated Learning Points Earned			661
Total Tests Evaluated			2,118
Accelerated Learning Score			**31**

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Both Subjects

0 Point 0.5 Point 1 Point

Annual Growth														
	2023-24 Performance on STAAR													
	Low Did Not Meet Grade Level		High Did Not Meet Grade Level		Low Approaches Grade Level		High Approaches Grade Level		Meets Grade Level		Masters Grade Level		Total	
2022-23 Performance on STAAR	Count	Point	Count	Point	Count	Point	Count	Point	Count	Point	Count	Point	Count	Point
Low Did Not Meet Grade Level	434	0.0	264	264.0	107	107.0	53	53.0	20	20.0	1	1.0	879	445.0
High Did Not Meet Grade Level	354	0.0	405	202.5	247	247.0	128	128.0	98	98.0	7	7.0	1,239	682.5
Low Approaches Grade Level	184	0.0	339	0.0	285	142.5	241	241.0	186	186.0	16	16.0	1,251	585.5
High Approaches Grade Level	80	0.0	231	0.0	305	0.0	394	197.0	512	512.0	61	61.0	1,583	770.0
Meets Grade Level	45	0.0	116	0.0	251	0.0	489	0.0	1,623	1,623.0	520	520.0	3,044	2,143.0
Masters Grade Level	1	0.0	7	0.0	15	0.0	51	0.0	615	0.0	1,095	1,095.0	1,784	1,095.0
Total	1,098	0.0	1,362	466.5	1,210	496.5	1,356	619.0	3,054	2,439.0	1,700	1,700.0	9,780	5,721.0

Accelerated Learning						
	2023-24 Performance on STAAR					
	Did Not Meet Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Total	
2022-23 Performance on STAAR	Count	Count	Count	Count	Count	Points
Did Not Meet Grade Level	1,457	535	118	8	2,118	661

Texas Education Agency

2024 Academic Growth

BRAZOSPORT ISD (020905) - BRAZORIA COUNTY

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Reading/Language Arts (RLA)

Annual Growth														
	2023-24 Performance on STAAR													
	Low Did Not Meet Grade Level		High Did Not Meet Grade Level		Low Approaches Grade Level		High Approaches Grade Level		Meets Grade Level		Masters Grade Level		Total	
2022-23 Performance on STAAR	Count	Point	Count	Point	Count	Point	Count	Point	Count	Point	Count	Point	Count	Point
Low Did Not Meet Grade Level	326	0.0	142	142.0	45	45.0	23	23.0	6	6.0	1	1.0	543	217.0
High Did Not Meet Grade Level	171	0.0	166	83.0	99	99.0	53	53.0	36	36.0	2	2.0	527	273.0
Low Approaches Grade Level	93	0.0	154	0.0	145	72.5	126	126.0	105	105.0	6	6.0	629	309.5
High Approaches Grade Level	45	0.0	101	0.0	159	0.0	184	92.0	296	296.0	31	31.0	816	419.0
Meets Grade Level	27	0.0	52	0.0	129	0.0	273	0.0	1,046	1,046.0	280	280.0	1,807	1,326.0
Masters Grade Level	0	0.0	1	0.0	3	0.0	24	0.0	391	0.0	676	676.0	1,095	676.0
Total	662	0.0	616	225.0	580	216.5	683	294.0	1,880	1,489.0	996	996.0	5,417	3,220.5

Accelerated Learning						
	2023-24 Performance on STAAR					
	Did Not Meet Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Total	
2022-23 Performance on STAAR	Count	Count	Count	Count	Count	Points
Did Not Meet Grade Level	805	220	42	3	1,070	265

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Data provided for districts are for informational purposes only and are not used in calculating weighted district domain scores.

Mathematics

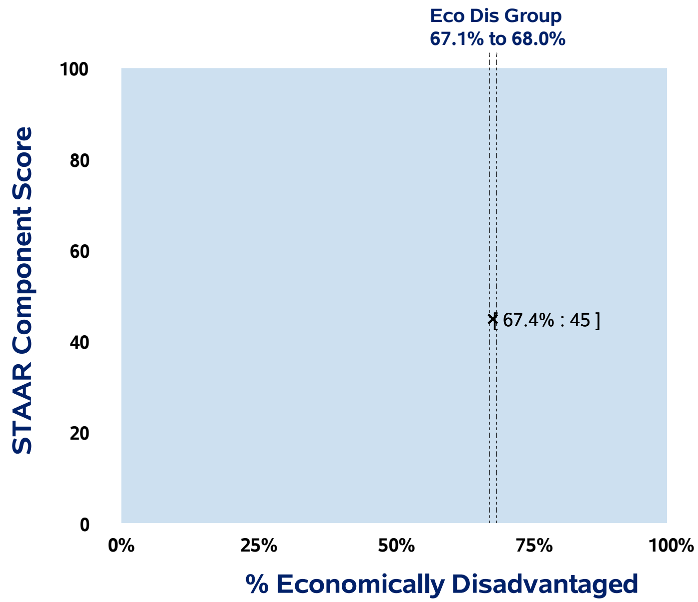
Annual Growth														
	2023-24 Performance on STAAR													
	Low Did Not Meet Grade Level		High Did Not Meet Grade Level		Low Approaches Grade Level		High Approaches Grade Level		Meets Grade Level		Masters Grade Level		Total	
2022-23 Performance on STAAR	Count	Point	Count	Point	Count	Point	Count	Point	Count	Point	Count	Point	Count	Point
Low Did Not Meet Grade Level	108	0.0	122	122.0	62	62.0	30	30.0	14	14.0	0	0.0	336	228.0
High Did Not Meet Grade Level	183	0.0	239	119.5	148	148.0	75	75.0	62	62.0	5	5.0	712	409.5
Low Approaches Grade Level	91	0.0	185	0.0	140	70.0	115	115.0	81	81.0	10	10.0	622	276.0
High Approaches Grade Level	35	0.0	130	0.0	146	0.0	210	105.0	216	216.0	30	30.0	767	351.0
Meets Grade Level	18	0.0	64	0.0	122	0.0	216	0.0	577	577.0	240	240.0	1,237	817.0
Masters Grade Level	1	0.0	6	0.0	12	0.0	27	0.0	224	0.0	419	419.0	689	419.0
Total	436	0.0	746	241.5	630	280.0	673	325.0	1,174	950.0	704	704.0	4,363	2,500.5

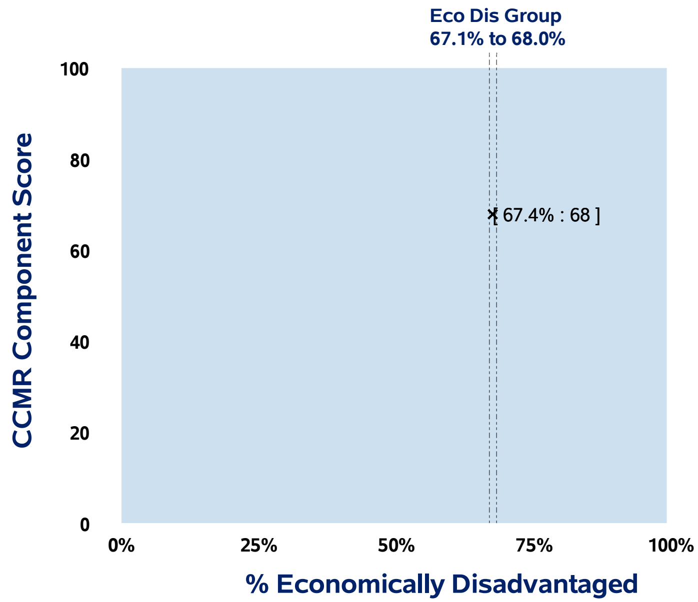
Accelerated Learning						
	2023-24 Performance on STAAR					
	Did Not Meet Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Total	
2022-23 Performance on STAAR	Count	Count	Count	Count	Count	Points
Did Not Meet Grade Level	652	315	76	5	1,048	396

Calculation Report

Component	% Economically Disadvantaged	Component Score
STAAR Performance	67.4%	45
College, Career, and Military Readiness		68
Relative Performance		

The graphs below are for informational purposes only. A district's Relative Performance score is calculated by proportionally weighting the Relative Performance scores of each campus, based on the number of students enrolled in grades 3-12 at each campus in the TSDS PEIMS October Snapshot.





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Data provided for districts are for informational purposes only and are not used in calculating weighted district domain scores.

Data Table: Accountability Groups

Accountability Groups									
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^
Academic Achievement Status									
Reading/Language Arts (RLA)									
2024 % at Meets GL Standard or Above	50%	31%	46%	61%	53%	82%	33%	45%	42%
2024 # at Meets GL Standard or Above	3,482	159	1,848	1,281	16	80	1	97	2,160
2024 Total Tests (Adjusted)	6,962	512	3,988	2,114	30	98	3	217	5,171
Mathematics									
2024 % at Meets GL Standard or Above	44%	25%	40%	54%	48%	68%	33%	36%	37%
2024 # at Meets GL Standard or Above	2,475	102	1,291	951	12	52	1	66	1,543
2024 Total Tests (Adjusted)	5,655	403	3,201	1,766	25	76	3	181	4,199
Academic Growth Status									
RLA									
2024 Academic Growth Score	61%	57%	59%	65%	54%	82%	33%	55%	57%
2024 Growth Points	3,286.75	217.50	1,823.00	1,074.25	13.50	69.00	1.00	88.50	2,228.25
2024 Total Tests	5,417	382	3,105	1,657	25	84	3	161	3,933
Mathematics									
2024 Academic Growth Score	60%	54%	59%	62%	60%	85%	33%	51%	57%
2024 Growth Points	2,599.50	170.50	1,483.75	812.75	12.50	50.75	1.00	68.25	1,860.50
2024 Total Tests	4,363	316	2,509	1,321	21	60	3	133	3,267
Federal Graduation Rate Status									
2023 % Graduated	89.6%	86.4%	91.1%	87.3%	100.0%	100.0%	100.0%	86.7%	85.5%
2023 # Graduated	806	57	450	254	5	12	2	26	517
2023 Total in Class	900	66	494	291	5	12	2	30	605
Progress in Achieving English Language Proficiency (EB/EL Current)									
2024 TELPAS Progress Rate									52%
2024 TELPAS Progress									671
2024 TELPAS Total									1,294
Student Success (Student Achievement Domain Score (STAAR Component Only))									
2024 STAAR Component Score	45	30	42	53	52	68	43	41	39
2024 % at Approaches GL Standard or Above	74%	58%	72%	81%	77%	96%	70%	71%	68%
2024 % at Meets GL Standard or Above	45%	27%	41%	56%	54%	71%	40%	39%	37%

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Accountability Groups									
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^
2024 % at Masters GL Standard	15%	6%	12%	23%	24%	37%	20%	13%	11%
2024 Total Tests	17,214	1,246	9,796	5,302	74	246	10	540	12,668
School Quality (College, Career, and Military Readiness Performance)									
2023 % Students Meeting CCMR	67%	53%	64%	71%	100%	100%	50%	73%	63%
2023 # Students Meeting CCMR	569	32	309	190	4	14	1	19	354
2023 Total Students	854	60	481	267	4	14	2	26	565
Participation 2023-24									
RLA									
% Participation	100%	99%	100%	100%	100%	100%	100%	100%	99%
# Participants	7,311	548	4,194	2,200	31	106	3	228	5,477
Total Students	7,347	551	4,215	2,211	31	106	3	229	5,508
Mathematics									
% Participation	99%	100%	99%	99%	100%	100%	100%	99%	99%
# Participants	5,872	430	3,304	1,831	26	85	3	192	4,381
Total Students	5,909	432	3,322	1,847	26	85	3	193	4,410

Data Table: Additional Groups

Additional Groups													
	All Students	Econ Disadv	Non Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non Continuously Enrolled	Highly Mobile⋆	Foster	Homeless	Migrant
Academic Achievement Status													
Reading/Language Arts (RLA)													
2024 % at Meets GL Standard or Above	50%	42%	66%	32%	36%	22%	66%	52%	44%	27%	0%	29%	14%
2024 # at Meets GL Standard or Above	3,482	2,008	1,474	342	412	276	105	2,833	649	43	0	42	1
2024 Total Tests (Adjusted)	6,962	4,744	2,218	1,054	1,148	1,261	160	5,480	1,482	157	3	147	7
Mathematics													
2024 % at Meets GL Standard or Above	44%	37%	59%	33%	36%	23%	62%	45%	38%	25%	0%	25%	20%
2024 # at Meets GL Standard or Above	2,475	1,408	1,067	286	343	245	90	2,014	461	32	0	31	1
2024 Total Tests (Adjusted)	5,655	3,847	1,808	863	947	1,078	145	4,454	1,201	130	3	122	5
Academic Growth Status													
RLA													

2024 Closing the Gaps

BRAZOSPORT ISD (020905) - BRAZORIA COUNTY

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Data provided for districts are for informational purposes only and are not used in calculating weighted district domain scores.

Additional Groups													
	All Students	Econ Disadv	Non Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non Continuously Enrolled	Highly Mobile⋆	Foster	Homeless	Migrant
2024 Academic Growth Score	61%	57%	68%	52%	54%	45%	72%	62%	56%	44%	0%	44%	69%
2024 Growth Points	3,286.75	2,060.25	1,226.50	404.75	462.50	399.00	88.25	2,687.50	599.25	47.00	0.00	44.25	2.75
2024 Total Tests	5,417	3,624	1,793	774	856	896	122	4,344	1,073	107	3	100	4
Mathematics													
2024 Academic Growth Score	60%	57%	66%	59%	60%	50%	65%	60%	58%	52%	83%	51%	56%
2024 Growth Points	2,599.50	1,701.00	898.50	414.50	466.00	389.75	71.25	2,088.75	510.75	49.75	2.50	45.00	2.25
2024 Total Tests	4,363	3,002	1,361	700	774	786	110	3,480	883	96	3	89	4
Federal Graduation Rate Status													
2023 % Graduated	89.6%	85.7%	95.9%	86.2%	86.4%	70.2%				54.5%	50.0%	55.8%	50.0%
2023 # Graduated	806	481	325	50	51	73				24	1	24	1
2023 Total in Class	900	561	339	58	59	104				44	2	43	2
Progress in Achieving English Language Proficiency (EB/EL Current)													
2024 TELPAS Progress Rate				52%									
2024 TELPAS Progress				671									
2024 TELPAS Total				1,294									
Student Success (Student Achievement Domain Score (STAAR Component Only))													
2024 STAAR Component Score	45	39	57	34	37	24	55	46	40	27	25	28	21
2024 % at Approaches GL Standard or Above	74%	69%	85%	65%	67%	46%	85%	75%	70%	52%	50%	52%	50%
2024 % at Meets GL Standard or Above	45%	37%	60%	29%	33%	21%	60%	46%	39%	24%	13%	25%	13%
2024 % at Masters GL Standard	15%	11%	25%	8%	10%	5%	20%	16%	12%	6%	13%	7%	0%
2024 Total Tests	17,214	11,643	5,571	2,503	2,738	3,080	375	13,519	3,695	373	8	349	16
School Quality (College, Career, and Military Readiness Performance)													
2023 % Students Meeting CCMR	67%	63%	72%	39%	48%	67%	40%	71%	44%	50%	-	50%	-
2023 # Students Meeting CCMR	569	320	249	21	36	74	2	513	56	12	0	12	0
2023 Total Students	854	510	344	54	75	110	5	727	127	24	0	24	0
Participation 2023-24													
RLA													
% Participation	100%	99%	100%	100%	100%	100%	100%	100%	99%	98%	100%	97%	100%
# Participants	7,311	5,006	2,305	1,206	1,300	1,322	164	5,577	1,734	168	6	154	8
Total Students	7,347	5,035	2,312	1,211	1,305	1,328	164	5,601	1,746	172	6	158	8
Mathematics													
% Participation	99%	99%	99%	100%	100%	99%	100%	100%	99%	99%	100%	98%	100%

Data provided for districts are for informational purposes only and are not used in calculating weighted district domain scores.

Additional Groups													
	All Students	Econ Disadv	Non Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non Continuously Enrolled	Highly Mobile★	Foster	Homeless	Migrant
# Participants	5,872	4,010	1,862	917	1,001	1,113	148	4,498	1,374	138	5	128	5
Total Students	5,909	4,037	1,872	918	1,002	1,122	148	4,520	1,389	140	5	130	5

+ Ever HS EB/ELs are included in the Federal Graduation Rate.
- Indicates there are no students in the group.
^ This is a new accountability group introduced in 2023; it includes students who are Econ Disadv, EB/EL (Current & Monitored), Special Ed (Current), or Highly Mobile.
★ This is an additional student group introduced in 2023; it includes students who are Foster, Homeless, or Migrant.

2023-2024 Brazosport ISD
Parent & Family Engagement Policy

All school districts receiving Federal Title I, Part A funds are required under Section 1112 of the Every Student Succeeds Act (ESSA) to develop a written parent involvement policy for the district to explain how the school district supports the important role of families in the education of their children and the action steps the district will take to facilitate family support in promoting the academic success of students. This plan, as outlined below, complies with this statute.

Requirement	Plan
1. Is the district parent and family engagement policy presented in a format and written in a language parents/families can understand? (is it user friendly?) ESSA Section 1116 (b)(1)	Brazosport ISD has established a District level Parent Advisory Committee (PAC) which meets at least annually to review/revise the District Parent & Family Engagement (PFE) Policy to ensure that it is presented in a format and written in a language parents/families can understand. The PFE Policy is provided to parents in English & Spanish in the BISD Student Handbook as well as on the BISD website. District PAC representatives include Title I campus administrators, teachers, and parents. Title I campuses select at least one staff member, and one parent to serve as PAC representatives. The district schedules the PAC meetings at convenient times and locations to support active participation in the comprehensive review of the Parent & Family Engagement Policy and family engagement programs.
2. Does the district policy describe how the LEA will involve parents in the joint development of the District Improvement Plan? ESSA Section 1116 (a)(2)(A)	BISD enlists parents annually to participate in the District Educational Improvement Committee (DEIC), which meets to review the Comprehensive Needs Assessment as well as the District Improvement Plan. Committee members provide feedback and make recommendations on possible updates. The DEIC meets several times throughout the school year.
3. Does the district policy describe how the LEA will provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools to plan and implement effective parent involvement activities to improve student academic achievement and school performance? ESSA Section 1116(a)(2)(B)	BISD believes that families are integral partners with school personnel in the education of their children and will promote active engagement of families to empower their support of student learning. BISD will accomplish this by supporting campus-based Parent & Family Engagement initiatives, including, but not limited to: ● Family Academic Events; ● Attendance at parent & family engagement trainings/conferences; and ● Adult literacy, technology, and parental training The district will ensure that parents with children attending Title I campuses meet at least once a year with campus staff to review and, as necessary, revise the District and Campus PFE Policies. Families will be informed about the meetings through multiple communication methods. In support of the Title I campuses, the district level Title I PAC will include parents, teachers and administrators from campuses with Title I programs. The PAC reps. will participate in training throughout the year on identified needs, activities, and evidence-based strategies associated with improving effective PFE Programs. The meetings will be

	scheduled at convenient times and locations to support

2023-2024 Brazosport ISD
Parent & Family Engagement Policy

	active participation in the comprehensive review of the campus/district family engagement programs. BISD allocates 100% of the Title I, Part A PFE funding, with 1% set-aside for parent and family engagement, to the Title I campuses . The campus principals consult with their Site-Based Decision Making Committees about use of these funds. The district collaborates with campus staff regarding Title I funding approval for identified PFE activities, and the district monitors the campuses for (a) Title I fiscal & programmatic compliance, and (b) high quality Title I PFE Program implementation.
4. Does the district policy describe how the LEA will coordinate and integrate parental involvement strategies, to the extent feasible and appropriate, with relevant Federal, State, and local laws and programs? ESSA Section 1118 (a)(2)(C)	BISD campuses with Title I programs will involve community organizations in family engagement activities when possible and will participate in programs that will benefit families and students. The district will coordinate and integrate PFE strategies in Title I, Part A with other appropriate Parent and Family Engagement programs. Families are encouraged to participate through volunteer programs at school and to create a supportive home atmosphere which promotes the profile of a learner. Each Title I campus will provide family engagement activities designed to meet the unique needs of the students, families, and community. The annual evaluation data will be used in the planning of effective programs. This will aid in the building of relationship driven, results focused, intentional, and personalized student owned activities.
5. Does the district policy describe how, with the meaningful involvement of parents, the LEA will conduct an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools? ESSA Section 1116 (a)(2)(D)	BISD will provide parents/caregivers of students attending Title I campuses with an annual “Title I Parent and Family Engagement ” evaluation survey to identify program strengths and opportunities for growth. The district will compile and distribute survey results to each Title I campus in order to aid in the development of the Campus Improvement Plans and Campus Needs Assessments. Such plans will be used by campus leadership teams to design strategies that will address their specific needs. The district level Title I PAC will be made up of parent and staff representation from campuses with Title I programs and will meet at least annually. The purpose of this committee is to serve in an advisory role for program improvements and to revise the district’s Parent & Family Engagement Policy.

6. Does the district policy describe that the annual evaluation will also (i) identify barriers to greater participation by parents/families in activities authorized by this section; (ii) identify needs of parents/families to assist with the learning of their children; (iii) identify strategies to support successful school and family interactions? ESSA Section 1118 (a)(2)(D)(i - iii)	BISD will conduct, with the engagement of parents and families, an annual evaluation of the content and effectiveness of this PFE Policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in PFE activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). A committee of school district employees and parents will use the findings of the evaluation about its PFE Policy and

2023-2024 Brazosport ISD
Parent & Family Engagement Policy

	activities to design strategies for more effective Parent and Family Engagement and to revise its Parent and Family Engagement policies. ● Each Title I campus will annually distribute to parents and families, a Parent and Family Engagement Survey to identify possible barriers, determine the individual needs of the parents/families they serve, and identify strategies to support successful school and family interactions.
7. Does the district policy describe that the findings from the evaluation will be used to design evidence-based strategies for more effective parental involvement and to revise, if necessary, the parent and family engagement (district and school) policies? ESSA Section 1116 (a)(2)(E)	BISD utilizes feedback from the annual evaluation and survey to ensure alignment between family engagement activities and district/school teaching and learning goals to promote continuous improvement of family engagement. Evaluation and survey data, as well as feedback from PAC members, are utilized when reviewing/revising the district and school PFE policies to assist with designing evidence-based PFE strategies.

8. Does the district policy describe how to involve parents in the activities of the schools, which may include establishing a parent advisory council? ESSA Section 1116 (a)(2)(F)	Families will have the opportunity to participate and collaborate in the Title I programs, Family Engagement Policies, and campus specific School-Parent Compacts. One meeting will be held annually to review/revise the compact and policy. Every family and community member is always welcome in our schools to collaborate with our campuses to make every student in our district a successful learner. BISD will provide appropriate family participation opportunities for regular meetings, course sessions, and workshops to ensure that every student succeeds. BISD will conduct an annual evaluation survey to identify strengths and growth opportunities for the procedures in place. The survey results will be used to aid in the campus planning process, including the development of the Campus Improvement Plans and Campus Needs Assessments that will be shared with campus stakeholders. These plans will be used by campus leadership teams to outline the activities that will address their specific needs to ensure that every student is future ready. Families are encouraged to serve on campus, as well as district committees, and take part in the following: ● Parent Teacher Associations/Parent Teacher Organizations ● District Community Meetings held throughout the District ● Title 1 Campus Meetings ● Volunteer opportunities ● PK Round-Up Activities ● Campus Community Partners ● Annual Region 16 Parent Involvement Conference

2023-2024 Brazosport ISD
Parent & Family Engagement Policy

9. Shall provide assistance to parents/families in understanding such topics as the challenging State academic standards, State and local academic assessments, how to monitor a child's progress, and how to work with educators to improve the achievement of their children. ESSA Section 1116 (e)(1)	BISD is committed to building trust and a sense of security and belonging in order to provide trainings and other resources to help parents and families of children participating in Title I programs better understand the state's academic standards (TEKS) and local/state academic assessments (e.g. STAAR, TELPAS, Benchmarks). The district will monitor campus Title I PFE events to ensure capacity-building information is being provided to families on a regular basis. ● School-Family academic events, parent-teacher conferences, Title I Compact, Parent Portal, or written communication (i.e. report cards and progress reports) may be used to serve this purpose.

10. Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy and technology. ESSA Section 1116 (e)(2)	BISD campuses with Title I programs will provide materials and targeted trainings in order to empower families to support their children at home to improve achievement. The district will ensure that a variety of programs and materials are offered for families and staff based on the identified needs of each campus in their Campus Improvement Plan. The district will provide each Title I Principal and PAC member with information on effective research-based PFE strategies.
11. Shall educate teachers, specialized instruction support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents/families, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between the parents and the school. ESSA Section 1116 (e)(3)	BISD campuses with Title I programs shall hold an annual meeting with staff members and families to inform them about the Title I elements, requirements, as well as the family engagement programs that will provide opportunities for continuous engagement and improvement. The district will provide the campuses with the basic information that must be presented during the meeting. The campuses may personalize the information by adding information that addresses campus-specific strategies. To provide opportunities for more parents to attend the meetings, they can be offered virtually at times when parents are available.
12. Shall, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities such as parent resource centers. ESSA Section 1118 (a)(2)(C) and (e)(4)	BISD campuses with Title I programs will involve community organizations in family engagement activities when possible and will participate in programs that will benefit families and students. The district will coordinate and integrate PFE strategies in Title I, Part A with other appropriate PFE programs. BISD has established a network of community/district/family resources, such as: ● Collaboration with Brazoria County Head Start ● District Family Support Services ● District and Campus Health Fairs ● Special Education Parent Trainings ● Communities in Schools ● Boys and Girls Club ● Harvard Family Engagement in Education Program – Skill building for Parents ● Breakfast in the Classroom and Summer Meals programs ● Summer School and Campus Enrichment

	Programs ● Stephen F Austin School Based Mental Health site locations ● Houston Food Bank (Freeport Intermediate) Food market ● Loving BISD - Church/School District Partnership ● Brazosport Cares Food Pantry - Student Backpack Program ● True to Life Ministries - Belay mentoring program and student success coaches ● Bay Area Council on Drugs and Alcohol - providing counseling, mentoring, parent information sessions ● Free after school programs provided by local churches (, The Lighthouse Church, St. Timothy's Episcopal) ● Youth and Family Counseling - provides free/reduced counseling for BISD students and families
13. Shall ensure that information related to school and parent/family programs, meetings, and other activities is sent to the parents/families in a format and, to the extent practicable, in a language the parents can understand. ESSA Section 1116 (e)(5)	In an effort to best accommodate the needs of families, the district will: ● Monitor campus-based Title I Parent and Family Engagement events (meetings, trainings and other activities) to ensure they are being offered at different times during the day, and through multiple communication methods and in a format and language families can understand; ● Provide Title I information for parents to each Title I campus; and ● Provide a set of discussion points for the "Annual Title I Meeting for Parents" to each Title I campus. The district will ensure each Title I campus disseminates the district-provided information in their Annual Title I Meeting for Parents.
14. Shall provide such other reasonable support for parental involvement activities under this section as parents may request. ESSA Section 1116 (e)(14)	Title I, Part A funds are available to campuses for approved Parent and Family Engagement activities. Activities could include, but are not limited to, childcare, transportation, and/or home visit expenses to enable parents to participate in school-related meetings and training sessions. The district will provide other reasonable support for Parent and Family Engagement activities as campuses or parents may request.

This Parent & Family Engagement Policy was developed jointly with and agreed upon by staff and parents of children participating on campuses with Title I, Part A programs. The policy was adopted by the **Brazosport ISD Parent Advisory Committee** on **MAY 30, 2023**and will be in effect for the **2023-2024 school year**. BISD will make the policy available electronically no later than September 18, 2023 on the Brazosport ISD Parent & Family Engagement website, in the District Student Handbook, and in paper format at the District's Administration Building. The policy will be reviewed annually and revised as necessary. For more information, please contact Sara Briggs, Federal Programs Coordinator for Brazosport ISD (Ph: 979-730-7000 or email: sara.briggs@brazosportisd.net.

2023-2024 Brazosport ISD
Política de participación de padres y familias

Todos los distritos escolares que reciben fondos federales del Título I, Parte A son requeridos bajo la Sección 1112 de la Ley de éxito de todos los estudiantes (ESSA) para desarrollar una política escrita de participación de los padres para que el distrito explique cómo el distrito escolar apoya el importante papel de las familias en la educación de sus hijos y los pasos de acción que tomará el distrito para facilitar el apoyo familiar en la promoción del éxito académico de los estudiantes. Este plan, como se describe a continuación, cumple con esta ley.

Requisito	Plan
1. ¿La política de participación de padres y familias del distrito se presenta en un formato y está escrita en un idioma que los padres / familias puedan entender? (¿es fácil de usar?) Sección 1116 (b) (1) de la ESSA	Brazosport ISD ha establecido un Comité Asesor de Padres (PAC) a nivel de distrito que se reúne al menos una vez al año para revisar / revisar la Política de participación de padres y familias del distrito (PFE) para garantizar que se presente en un formato y esté escrito en un idioma que los padres / familias puedan entender. La Política de PFE se proporciona a los padres en inglés y español en el Manual del estudiante de BISD, así como en el sitio web de BISD. Los representantes del Distrito PAC incluyen administradores del campus de Título I, maestros y padres. Los campus de Título I seleccionan al menos un miembro del personal y un padre para servir como representantes de PAC. El distrito programa las reuniones de PAC en horarios y lugares convenientes para apoyar la participación activa en la revisión integral de la Política de participación de padres y familias y los programas de participación familiar.
2. ¿La política del distrito describe cómo la LEA involucrará a los padres en el desarrollo conjunto del Plan de Mejoramiento del Distrito? Sección 1116 (a) (2) (A) de la ESSA	BISD recluta a los padres anualmente para participar en el Comité de Mejora Educativa del Distrito (DEIC), que se reúne para revisar la Evaluación de Necesidades Integrales, así como el Plan de Mejora del Distrito. Los miembros del comité brindan comentarios y hacen recomendaciones sobre posibles actualizaciones. El DEIC se reúne varias veces durante el año escolar.
3. ¿La política del distrito describe cómo la LEA proporcionará la coordinación, asistencia técnica y otro tipo de apoyo necesario para ayudar y desarrollar la capacidad de todas las escuelas participantes para planificar e implementar actividades efectivas de participación de los padres para mejorar el rendimiento académico de los estudiantes y el rendimiento escolar? Sección 1116 (a) (2) (B) de la ESSA	BISD cree que las familias son socios integrales con el personal escolar en la educación de sus hijos y promoverá la participación activa de las familias para potenciar su apoyo al aprendizaje de los estudiantes. BISD logrará esto apoyando las iniciativas de participación de padres y familias en el campus, que incluyen, entre otras: ● Eventos académicos familiares; ● Asistencia a entrenamientos / conferencias de participación de padres y familias; y ● Alfabetización de adultos, tecnología y capacitación para padres. El distrito se asegurará de que los padres con niños que asisten a los campus de Título I se reúnan al menos una vez al año con el personal del campus para revisar y, según sea necesario, revisar las Políticas de PFE del Distrito y del Campus. Las familias serán informadas sobre las reuniones a través de múltiples métodos de comunicación.

	En apoyo de los campus de Título I, el PAC de Título I a nivel de distrito incluirá a padres, maestros y administradores de los campus con programas de Título I. Los representantes de PAC. participará en capacitación durante todo el año sobre necesidades, actividades y estrategias basadas en evidencia asociadas con la mejora de programas efectivos de PFE. Las reuniones se programarán en horarios y lugares convenientes para apoyar la participación activa en la revisión integral de los programas de participación familiar del campus / distrito. BISD asigna a los campus de Título I el 100% de la reserva de Título 1, Parte A PFE 1%. Los directores del campus consultan con sus Comités de toma de decisiones basados en el sitio sobre el uso de estos fondos. El distrito colabora con el personal del campus con respecto a la aprobación de fondos del Título I para las actividades identificadas de PFE, y el distrito supervisa los campus para (a) el cumplimiento fiscal y programático del Título I, y (b) la implementación de alta calidad del Programa del Título I PFE.
4. ¿Describe la política del distrito cómo la LEA coordinará e integrará las estrategias de participación de los padres, en la medida de lo posible y apropiado, con las leyes y programas federales, estatales y locales relevantes? Sección 1118 (a) (2) (C) de la ESSA	Las escuelas de BISD con programas de Título I involucrarán a organizaciones comunitarias en actividades de participación familiar cuando sea posible y participarán en programas que beneficiarán a familias y estudiantes. El distrito coordinará e integrará las estrategias de PFE en el Título I, Parte A, con otros programas apropiados de participación de padres y familias. Se alienta a las familias a participar a través de programas de voluntariado en la escuela y a crear un ambiente hogareño de apoyo que promueva el perfil de un alumno. Cada campus de Título I proporcionará actividades de participación familiar diseñadas para satisfacer las necesidades únicas de los estudiantes, las familias y la comunidad. Los datos de la evaluación anual se utilizarán en la planificación de programas efectivos. Esto ayudará en la construcción de actividades dirigidas por las relaciones, enfocadas en los resultados, intencionales y personalizadas de los estudiantes.
5. ¿La política del distrito describe cómo, con la participación significativa de los padres, la LEA llevará a cabo una evaluación anual del contenido y la eficacia de la política de participación de los padres y la familia para mejorar la calidad académica de todas las escuelas? Sección 1116 (a) (2) (D) de la ESSA	BISD proporcionará a los padres / cuidadores de estudiantes que asisten a los campus de Título I una encuesta de evaluación anual de “Participación de padres y familias de Título I” para identificar las fortalezas y oportunidades de crecimiento del programa. El distrito recopilará y distribuirá los resultados de la encuesta a cada campus de Título I para ayudar en el desarrollo de los Planes de mejora del campus y las Evaluaciones de las necesidades del campus. Dichos planes serán utilizados por los equipos de liderazgo del campus para diseñar estrategias que aborden sus necesidades específicas. El PAC de Título I a nivel de distrito estará compuesto por representantes de padres y personal de los campus con

	programas de Título I y se reunirá al menos anualmente. El propósito de este comité es servir como asesor para mejorar el programa y revisar la Política de participación de padres y familias del distrito.
6. ¿La política del distrito describe que la evaluación anual también (i) identificará barreras para una mayor participación de padres / familias en actividades autorizadas por esta sección; (ii) identificar las necesidades de los padres / familias para ayudar con el aprendizaje de sus hijos; (iii) identificar estrategias para apoyar las interacciones escolares y familiares exitosas? Sección 1118 (a) (2) (D) de la ESSA (i - iii)	BISD llevará a cabo, con la participación de los padres y las familias, una evaluación anual del contenido y la efectividad de esta Política de PFE para mejorar la calidad de sus escuelas Título I, Parte A. La evaluación incluirá la identificación de barreras para una mayor participación de los padres en las actividades de PFE (con especial atención a los padres que están en desventaja económica, que están discapacitados, tienen un dominio limitado del inglés, tienen una alfabetización limitada o son de cualquier origen racial o étnico minoritario). Un comité de empleados y padres del distrito escolar utilizará los resultados de la evaluación sobre su Política y actividades de PFE para diseñar estrategias para una participación más efectiva de los padres y la familia y para revisar sus políticas de participación de los padres y la familia. ● Cada campus de Título I distribuirá anualmente a los padres y las familias, una Encuesta de participación de padres y familias para identificar posibles barreras, determinar las necesidades individuales de los padres / familias a las que sirven e identificar estrategias para apoyar las interacciones exitosas entre la escuela y la familia.
7. ¿Describe la política del distrito que los resultados de la evaluación se utilizarán para diseñar estrategias basadas en evidencia para una participación de los padres más efectiva y para revisar, si es necesario, las políticas de participación de padres y familias (distrito y escuela)? Sección 1116 (a) (2) (E) de la ESSA)	BISD utiliza los comentarios de la evaluación anual y la encuesta para garantizar la alineación entre las actividades de participación familiar y las metas de enseñanza y aprendizaje del distrito / escuela para promover la mejora continua de la participación familiar. Los datos de evaluación y encuesta, así como los comentarios de los miembros del PAC, se utilizan al revisar / revisar las políticas de PFE del distrito y de la escuela para ayudar a diseñar estrategias de PFE basadas en evidencia.
8. ¿Describe la política del distrito cómo involucrar a los padres en las actividades de las escuelas, lo que puede incluir el establecimiento de un consejo asesor de padres? Sección 1116 (a) (2) (F) de la ESSA	Las familias tendrán la oportunidad de participar y colaborar en los programas del Título I, las Políticas de participación familiar y los Pactos específicos de la escuela y los padres del campus. Una reunión se llevará a cabo anualmente para revisar / revisar el pacto y la política. Todos los miembros de la familia y la comunidad siempre son bienvenidos en nuestras escuelas para colaborar con nuestros campus para que cada estudiante de nuestro distrito sea un alumno exitoso. BISD proporcionará oportunidades apropiadas de participación familiar para reuniones regulares, sesiones de cursos y talleres para garantizar que cada estudiante tenga éxito. BISD llevará a cabo una encuesta de evaluación anual

	para identificar fortalezas y oportunidades de crecimiento para los procedimientos establecidos. Los resultados de la encuesta se utilizarán para ayudar en el proceso de planificación del campus, incluido el desarrollo de los Planes de mejora del campus y las Evaluaciones de necesidades del campus que se compartirán con las partes interesadas del campus. Estos planes serán utilizados por los equipos de liderazgo del campus para delinear las actividades que abordarán sus necesidades específicas para garantizar que cada estudiante esté preparado para el futuro. Se alienta a las familias a servir en el campus, así como en los comités del distrito, y participar en lo siguiente: ● Asociaciones de padres y maestros / Organizaciones de padres y maestros ● Reuniones comunitarias del distrito celebradas en todo el distrito ● Reuniones de la escuela Título 1 ● Oportunidades para voluntarios ● Actividades de PK Round-Up ● Socios de la comunidad del campus ● Conferencia Anual de Participación de Padres de la Región 16
9. Deberá brindar asistencia a los padres / familias para comprender temas como los desafiantes estándares académicos estatales, las evaluaciones académicas estatales y locales, cómo monitorear el progreso de un niño y cómo trabajar con los educadores para mejorar el rendimiento de sus hijos. Sección 1116 (e) (1) de la ESSA	BISD se compromete a generar confianza y un sentido de seguridad y pertenencia para proporcionar capacitación y otros recursos para ayudar a los padres y las familias de los niños que participan en los programas del Título I a comprender mejor los estándares académicos estatales (TEKS) y las evaluaciones académicas locales / estatales (por ejemplo, STAAR, TELPAS, Benchmarks). El distrito supervisará los eventos del Título I PFE del campus para garantizar que se brinde información sobre el desarrollo de capacidades a las familias de manera regular. ● Los eventos académicos entre la escuela y la familia, las conferencias de padres y maestros, el Título I Compact, el Portal para padres o la comunicación escrita (es decir, las boletas de calificaciones y los informes de progreso) se pueden utilizar para este propósito
10. Proporcionará materiales y capacitación para ayudar a los padres a trabajar con sus hijos para mejorar el rendimiento de sus hijos, como la alfabetización y la tecnología. Sección 1116 (e) (2) de la ESSA	Los campus de BISD con programas de Título I proporcionarán materiales y capacitaciones específicas con el fin de capacitar a las familias para apoyar a sus hijos en el hogar para mejorar el rendimiento. El distrito se asegurará de que se ofrezca una variedad de programas y materiales para las familias y el personal en función de las necesidades identificadas de cada campus en su Plan de mejora del campus. El distrito proporcionará a cada Director de Título I y miembro de PAC información sobre estrategias efectivas de PFE basadas en investigación.
11. Deberá educar a los maestros, personal de apoyo a la	Los campus de BISD con programas de Título I

instrucción especializada, directores y otros líderes escolares y otro personal, con la asistencia de los padres, en el valor y la utilidad de las contribuciones de los padres / familias, y en cómo comunicarse, comunicarse y trabajar con los padres como socios iguales, implementar y coordinar programas para padres, y construir lazos entre los padres y la escuela. Sección 1116 (e) (3) de la ESSA	mantendrán una reunión anual con los miembros del personal y las familias para informarles sobre los elementos, requisitos de Título I, así como los programas de participación familiar que brindarán oportunidades para una participación y mejora continua. El distrito proporcionará a los campus la información básica que debe presentarse durante la reunión. Los campus pueden personalizar la información agregando información que aborde las estrategias específicas del campus.
12. Deberá, en la medida de lo posible y apropiado, coordinar e integrar los programas y actividades de participación de los padres con otros programas federales, estatales y locales, incluidos los programas preescolares públicos, y realizar otras actividades, como los centros de recursos para padres. Sección 1118 (a) (2) (C) y (e) (4) de la ESSA	Los campus de BISD con programas de Título I involucrarán a organizaciones comunitarias en actividades de participación familiar cuando sea posible y participarán en programas que beneficiarán a familias y estudiantes. El distrito coordinará e integrará las estrategias de PFE en el Título I, Parte A con otros programas apropiados de PFE. BISD ha establecido una red de recursos comunitarios / distritales / familiares, tales como: ● Colaboración con Brazoria County Head Start ● Servicios de apoyo familiar del distrito ● Ferias de salud del distrito y del campus ● Entrenamientos para padres de educación especial ● Comunidades en escuelas ● Club de niños y niñas ● Programa de participación familiar en educación de Harvard - Desarrollo de habilidades para padres ● Desayuno en el aula y programas de comidas de verano ● Programas de enriquecimiento de escuela de verano y campus ● Stephen F Austin Localizaciones de sitios de salud mental en la escuela ● Asociación familiar de frutas más frescas / verduras frescas ● Houston Food Bank (Freeport Intermediate) Mercado de alimentos ● BISD cariñoso - Asociación Iglesia / Distrito Escolar ● Brazosport cuida la despensa de alimentos - Programa de mochila para estudiantes ● Ministerios True to Life: programa de tutoría de Belay y entrenadores de éxito estudiantil ● Consejo del Área de la Bahía sobre Drogas y Alcohol - brindando asesoramiento, tutoría, sesiones de información para padres ● Programas gratuitos después de la escuela proporcionados por iglesias locales (First Baptist of LJ, The Lighthouse Church, St. Timothy’s Episcopal) ● Asesoramiento para jóvenes y familias: proporciona asesoramiento gratuito / reducido

	para estudiantes y familias de BISD
13. Se asegurará de que la información relacionada con la escuela y los programas para padres / familias, reuniones y otras actividades se envíe a los padres / familias en un formato y, en la medida de lo posible, en un idioma que los padres puedan entender. Sección 1116 (e) de la ESSA (5)	En un esfuerzo por acomodar mejor las necesidades de las familias, el distrito: ● Monitorear los eventos de participación de padres y familias del Título I en el campus (reuniones, capacitaciones y otras actividades) para garantizar que se ofrezcan en diferentes momentos durante el día, y a través de múltiples métodos de comunicación y en un formato y lenguaje que las familias puedan entender;; ● Proporcionar información de Título I para los padres a cada campus de Título I; y ● Proporcionar un conjunto de puntos de discusión para la "Reunión Anual de Título I para Padres" a cada campus de Título I. El distrito se asegurará de que cada campus de Título I difunda la información proporcionada por el distrito en su Reunión Anual de Título I para Padres.
14. Deberá proporcionar otro tipo de apoyo razonable para las actividades de participación de los padres en esta sección según lo soliciten los padres. Sección 1116 (e) de la ESSA (14)	Los fondos del Título I, Parte A están disponibles para los campus para padres y familiares aprobados Actividades de compromiso. Las actividades pueden incluir, entre otras, cuidado de niños, gastos de transporte y / o visitas al hogar para permitir a los padres participar en reuniones y sesiones de capacitación relacionadas con la escuela. El distrito proporcionará otro apoyo razonable para las actividades de participación de padres y familias, según lo soliciten los campus o los padres.

Esta Política de participación de los padres y la familia fue desarrollada conjuntamente y acordada por el personal y los padres de los niños que participan en los campus con los programas de Título I, Parte A. La política fue adoptada por el **Comité Asesor de Padres de Brazosport ISD** el **13 de mayo de 2023** y entrará en vigencia durante **el año escolar 2022-2023.** BISD hará que la política esté disponible electrónicamente a más tardar el 20 de septiembre de 2019 en el sitio web de Brazosport ISD Parent & Family Engagement, en el Manual del Estudiante del Distrito y en formato de papel en el Edificio de Administración del Distrito. La política se revisará anualmente y se modificará según sea necesario. Para obtener más información, comuníquese con Sara Briggs, Coordinador de Programas Federales de Brazosport ISD (Ph: 979-730-7000 o envíe un correo electrónico: jean.cornelius@brazosportisd.net)

BRAZOSPORT INDEPENDENT SCHOOL DISTRICT
Title I, Part A - SWP Documents Translation Procedure

ESSA Requirement

The Every Student Succeeds Act (ESSA) Section 1114(b) requires that an eligible school operating a schoolwide program shall develop a campus improvement plan. Section 1114(b)(4) states that the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. Sections 1112(e)(4); 1114(b)(4); 1116(e)(5); and 1116(f) state that information regarding student interpretive, descriptive, and diagnostic reports, plans, policy, compact, parent meetings, and other required correspondence must be given in an understandable and uniform format, and to the extent practicable, in a language that parents can understand. USDE has not provided guidance or defined the term to the extent practicable.

Translation Procedure

Brazosport ISD will conduct an annual review of the language access needs of our parents, guardians, and others through review of the Home Language Survey forms, district/campus ethnicity data, and educator/parent/student feedback and requests.

Based on this analysis, the district has determined that they will provide information in the following languages: English and Spanish.

Brazosport ISD will provide written Spanish translations for the following documents:

- Title I, Part A Campus Improvement Plans
- Title I, Part A Parent and Family Engagement Policies (School & District)
- Title I, Part A School-Parent Compacts
- BISD Student Code of Conduct; Student Handbook; and Student Dress Code
- Early Childhood Parent Engagement Plan, High Quality Pre-Kindergarten Self Assessment and the Pre-Kindergarten State Guidelines.

The Brazosport ISD district and campus webpages are available to be translated by end users at any time from English into the following languages: Spanish, Cantonese, French, German, Italian, Tagalog, Vietnamese, Korean, Russian, and Hindi.

Monitoring

On an ongoing basis, Brazosport ISD will assess changes in demographics, types of services or other needs that may require reevaluation of this procedure. If 5% of a language is the "Home Language" for the district or a campus, Brazosport ISD will provide the translated documents listed above in that language upon request.

For more information about this translation procedure:
Please contact the Compliance and Data Quality Department at (979) 730-7000.

 (reviewed & revised 7-31-20)

BRAZOSPORT INDEPENDENT SCHOOL DISTRICT
Título I, Parte A - Procedimiento de traducción de documentos SWP

Requisito de ESSA

La Sección 1114 (b) de la Ley de Todos los Estudiantes Exitosos (ESSA, por sus siglas en inglés) requiere que una escuela elegible que opera un programa en toda la escuela desarrolle un plan de mejora del campus. La Sección 1114 (b) (4) establece que la información contenida en dicho plan debe estar en un formato comprensible y uniforme y, en la medida de lo posible, debe proporcionarse en un idioma que los padres puedan entender. Secciones 1112 (e) (4); 1114 (b) (4); 1116 (e) (5); y 1116 (f) declara que la información sobre los informes interpretativos, descriptivos y de diagnóstico, los planes, las políticas, los acuerdos, las reuniones de padres y demás correspondencia requerida del estudiante se debe proporcionar en un formato comprensible y uniforme, y en la medida de lo posible, en un idioma que los padres puedan entender. El Departamento de Educación de los Estados Unidos (USDE) no ha proporcionado orientación ni ha definido el término en la medida de lo posible.

Procedimiento de traducción

Brazosport ISD realizará una revisión anual de las necesidades de acceso al idioma de nuestros padres, tutores y otras personas a través de la revisión de los formularios de la Encuesta sobre el idioma del hogar, los datos étnicos del distrito / campus y los comentarios y solicitudes de educadores / padres / alumnos.

En base a este análisis, el distrito ha determinado que proporcionará información en los siguientes idiomas: **inglés y español**.

Brazosport ISD proporcionará traducciones escritas al español de los siguientes documentos:

- Título I, Parte A Planes de mejora de campus
- Título I, Parte A Planes de participación de padres y familias (escuela y distrito)
- Título I, Parte A Escuela-Compactos de padres
- Código de Conducta Estudiantil de BISD; Manual del estudiante; y el código de vestimenta del estudiante
- Plan de participación de los padres en la primera infancia, autoevaluación de alta calidad para pre jardín de infantes y las pautas estatales de prejardín de infantes.

Las páginas web del distrito y del campus de Brazosport ISD están disponibles para ser traducidas por los usuarios finales en cualquier momento desde el inglés a los siguientes idiomas: español, cantonés, francés, alemán, italiano, tagalo, vietnamita, coreano, ruso e hindi.

Vigilancia

De forma continua, Brazosport ISD evaluará los cambios en la demografía, los tipos de servicios u otras necesidades que pueden requerir la reevaluación de este procedimiento. Si 5% de un idioma es el "Idioma del hogar" para el distrito o el campus, Brazosport ISD proporcionará los documentos traducidos enumerados anteriormente en ese idioma, previa solicitud.

Para más información sobre este procedimiento de traducción:
Por favor, comuníquese con el Departamento de Cumplimiento y Calidad de Datos al (979) 730-7000.