

Brazosport Independent School District District Improvement Plan

2023-2024



Board Approval Date: October 16, 2023

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

Revised/Approved: May 4, 2023

Needs Assessment Overview

Needs Assessment Overview Summary

The comprehensive needs assessment was conducted during the spring of 2023. 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 2022-2023 and to determine problem areas and their root causes that needed to be addressed in 2023-2024. Those teams then prepared presentations that were delivered to the DEIC on May 4, 2023. 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 2023-2024 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

District enrollment was officially 11,618 students, which was a 140 student increase over 2021-2022. Enrollment declined throughout the year ending at 11,425, which was a decrease of two students compared to the end-of-year enrollment in 2021-2022. The population percentages of all racial-ethnic groups remained steady.

- AA/Black: 6.9%
- Hispanic: 56.7%
- White: 31.6%
- Asian: 1.4%
- All others: 3.4%

Lagging indicator reports include completion and dropout rates, along with attendance. The district four-year completer (graduation) rate was 89.5%, which was a decrease of 1.8% below 2020-2021. The completer rate by population was:

- AA/Black: 89.5%
- Hispanic: 86.4%
- White: 94.1%
- Eco Dis: 86.3%
- English Learners: 77.5%
- Special Education: 67.7%

The grades 9-12 dropout rate for the district improved from 3.3% to 20.2%. The dropout rate by population group was:

- AA/Black: 3.8%
- Hispanic: 2.5%
- White: 4.5%
- Eco Dis: 2.8%
- English Learners: 2.6%

- Special Education: 5.9%

The percentage of Emergent Bilingual/English Learner students increased from 12.9% to 13.8%. For the sixth consecutive year, the percentage of students receiving special education services increased. The current rate of 15.7% is an increase of 2.3% over last year and a 8.2% increase since 2017. The percentage of homeless students increased from 2.0% to 2.6%, while the percentage of at-risk students decreased from 50.2% to 49.3%. The percentage of students identified as Gifted and Talented increased from 10.9% to 11.3%. The percentage of Economically Disadvantaged students decreased from 71.6% to 68.2%. Achievement gaps between the African American and special population groups and the all students group continue to be significant as those population groups struggle with STAAR performance.

The percentage of campus administrators matched that of the state at 2.9%. Total teachers declined from 874.7 to 835.3. The percentages of teachers by ethnicity were:

- African American: 7.7%, down from 7.8%
- Hispanic: 18.6%, up from 17.3%
- White: 71.2%, down from 72.6%
- All others: 2.4%, up from 2.3%

Teachers by years of experience were:

- Beginning teachers: 6.4%, down from 6.7%
- 1-5 years: 27.5%, down from 28.8%
- 6-10 years: 22.1%, up from 20.4%
- 11-20 years: 28.0%, down from 28.2%
- Over 20 year: 16.0% unchanged

The teacher turnover rate was 15.4%, which 2.3% was below the state rate of 17.7%. In 2020-2021, the rate was 13.2%, which was 0.9% below the state rate of 14.3%. The student to teacher pupil to teacher ratio was 13.7:1 compared to the state, which was 14.6:1.

Discipline referral counts were lower in 2022-2023 with 7,383 total referrals compared to 7,706 total referrals in 2021-2022. DAEP placements were also down from 364 in 21-22 to 348 in 22-23. In-School Suspensions placements were up this year, with 3,665 placements compared to 3,433 placements last year. Out-of-School placements were up this year, growing from 694 in 21-22 to 791 in 22-23.

Demographics Strengths

- Disproportionality rate for Black DAEP placements is below 2.0 TEA trigger for the first time
- The number of disciplinary removals from instructional settings is trending downward
- Enrollment increased slightly, but remained stable throughout the year
- Discipline referrals were down in 2023.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is an increase of disciplinary incidents overall, including disproportionality of disciplinary incidents that result in receiving school discipline for students who are black and served by special education. **Root Cause:** Similar to academic deficiencies, students have learning and achievement gaps in displaying appropriate behavior resulting in a need to provide increased direct instruction, interventions, and support related to behaving appropriately.

Student Learning

Student Learning Summary

Academically, every campus in the district carved time out of their master schedule to provide students who were unsuccessful on the 2022 STAAR with needed remediation. Additionally, all students who needed it received academic intervention support., Since TEA rolled out a new assessment design for 2023, results will not be available until August. The percentage of graduates who earned CCMR credit in 2022 was 62%, which was a 5% drop from 2021.

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

- Math Weaknesses
 - STAR BOY to MOY at HS *Sub Pop performance is inconsistent from grade to grade *7th grade math showed a decrease in performance
 - Secondary growth is slower than elementary across assessment types * Math computation
- Reading Weaknesses
 - STAR Ren secondary data indicates less growth than in younger grades
 - Writing data is low across all grade levels
- College, Career, Military Readiness Data
 - Brazosport ISD students performed lower than the state in the following areas:
 - Overall College Ready Graduates (52.7% for state // 43.1% for BISD)
 - Meeting TSI criteria
 - Meeting AP criteria
 - Associates degree completion in high school
 - Participation in AP
 - Average SAT score
 - Overall advanced course completion
 - Performance among certain student groups appear to be much lower than others this include African American students and student receiving special education services.
 - Opportunities for 1st Generation College bound students
 - PSAT opportunities in 8th grade

Overall, BISD STAAR performance for all subjects:

STAAR Performance	Performance Level	2022	2023	Change
All Subjects				
	Approaches	74%	77%	+3
	Meets	47%	47%	0
	Masters	21%	17%	-4
ELA/Reading				
	Approaches	74%	78%	+4
	Meets	50%	52%	+2
	Masters	23%	18%	-5
Mathematics				

STAAR Performance	Performance Level	2022	2023	Change
	Approaches	77%	77%	0
	Meets	47%	44%	-3
	Masters	22%	17%	-5
Science				
	Approaches	74%	76%	+2
	Meets	43%	41%	-2
	Masters	16%	12%	-4
Social Studies				
	Approaches	70%	77%	+7
	Meets	40%	44%	+4
	Masters	20%	19%	-1

Both the four-year federal and state graduation rates for BISD were lower for the class of 2021 compared to the class of 2020. However, the five- and six-year rates were higher.

Completer Rate	Graduation Rate	Class of 2021	Class of 2022	Change
District Federal				
	Four-year	87.9%	86.5%	-1.4
	Five-year	91.6%	90.4%	-1.2
	Six-year	91.0%	91.8%	+0.8
District State				
	Four-year	91.2%	89.5%	-1.7
	Five-year	92.9%	92.6%	-0.3
	Six-year	92.2%	92.9%	+0.7

Both the 2021 federal and state dropout rates for grades 7-8, 9-12 and 7-12 increased over 2020.

Dropout Rate	Grade span	Class of 2021	Class of 2022	Change
District Federal				
	7-8	0.7%	0.3%	-0.4

Dropout Rate	Grade span	Class of 2021	Class of 2022	Change
	9-12	3.3%	2.2%	-1.1
	7-12	2.4%	1.6%	-0.8
District State				
	7-8	0.7%	0.3%	-0.4
	9-12	2.8%	1.8%	-1.0
	7-12	2.1%	1.3%	-0.8

The percentage of students who earned CCMR credit increased significantly from the class of 2020 to the class of 2021.

CCMR	Measure	Class of 2021	Class of 2022	Change
District	Federal	65%	60%	-5
District	State	67%	62%	-5

Growth and state accountability results will be released in September of 2023

Student Learning Strengths

Math and Reading

- **Reading Strengths:**
 - 2021-2022 STAAR 3rd and 4th special populations showed increases
 - Reading comprehension across grade levels is improving
 - Younger grades are showing growth in foundational reading skills
- **Math Strengths:**
 - 3rd and 4th math above state on STAAR in Approaches / Meets / Masters
 - STAAR data above state at multiple levels
 - Performance on new item types

College, Career, Military Readiness Data

- Brazosport ISD students meet or exceed state performance levels in the following areas:
 - Overall CCMR graduates
 - Dual Credit in Any Subject
 - Career/Military Ready Graduates (nearly double the state)
 - IBC graduates
 - College Prep course completion
 - Average ACT scores

- Enrollment in CTE programs and dual credit help students get to the next level and higher the state for district performance.
- Increase opportunity for writing seems to be happening especially in cross-curricular and strong vertical alignment.
- Already in progress - plans are there to address needs (on campus TSI for example; intermediates are participating with great interest)
- Free tuition for dual credit
- One-stop registration nights for dual credit
- Dual credit course are moving up from one year to the next (likely to continue)

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Brazosport ISD graduates are below the state level of performance for College Readiness as evidenced by SAT, TSI, and AP results. This is especially true for African American and Special Education students. **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. This includes communication with families.

Problem Statement 2 (Prioritized): First-generation students may struggle to find the support needed to access and succeed in their post-secondary education. **Root Cause:** A lack of a comprehensive plan and systematic process to support first-generation college-bound students that help to transition successfully from high school including dual credit to college and helps them to identify areas they may be able to succeed.

Problem Statement 3 (Prioritized): Sub population performance in math is inconsistent. **Root Cause:** Implementation of best practices is inconsistent across campuses and classrooms.

Problem Statement 4 (Prioritized): Math computation persists as a weakness across grades. **Root Cause:** Foundational gaps are exacerbated by a lack of time in the classroom and emphasis on technology.

Problem Statement 5 (Prioritized): STAR Ren secondary data indicates less growth than younger grades. **Root Cause:** Students are not gaining the foundational reading skills in the 3rd through 12th grade due to a lack of authentic literacy opportunities and consistency in implementing the workshop model which is often due to lack of time in the classroom and emphasis on technology.

District Processes & Programs

District Processes & Programs Summary

There are many positives about the district's processes and programs. Counselors, Behavior Specialists, and Behavior Technicians are well-trained to do their jobs. Twenty-three behavior and forty mental health programs, interventions, services and resources, as well as seventy-two community resources are now provided to support BISD campuses, students and families. Licensed Professional Counselors are supporting every campus in the district by working to meet students' mental health needs. Social Emotional Learning and behavioral support site is now available to all staff with district resources & guidance documents made easily accessible using links. This year, Leadership Teaming, Policy and Systems Support, and Local Implementation Demonstration Sites were put in place and effectively support PBIS implementation. Capturing Kids' Hearts is still being utilized heavily at secondary school campuses. The district partnership with Communities in Schools is providing effective support to nearly 1000 students and BISD families.

In the area of technology and operations, a new work order system allows campuses to submit tickets via helpdesk or online for maintenance, technology and the CHild Nutrition Department. In addition, the district continues to heavily support the 1:1 Chromebook initiative, which provides students with access to instructional programs, Google Classroom, and other resources to support their learning. Technology also added faster bandwidth to both Internet and Wide Area Network (WAN) circuits. Teachers were provided with updated technology equipment this year, as were many classrooms. Technology also put in a robust firewall and web filter to protect digital safety. The technology department continues to provide strong technical support. All of these things ensure that every student in BOSD, regardless of grade-level, race, ethnicity, socio-economic status, or program have access to a device.

There were many positives for school finance as well. The tax rate has decreased by 12 cents over the last five years from \$1.2553 to \$1.1330. District Bond projects are on schedule, with Brazoswood High School opening their new campus in 22-23. The district once again earned a Superior FIRST rating. The district was the beneficiary of 313 supplemental payments, and the Business Department continued with implementation of alternative funding/resource development as evidenced by grants received and donations to the CTE campaign that brought the total given to the \$5 million initiative to well over the target.

The Professional Learning Department launched dedicated pathways for teacher professional development, and summative evaluations now include conversations with teachers regarding their professional development, leading to focused summer PD. Instructional technology provided dedicated support for on-the-job coaching related to individual software tools. The department also provided continuous curriculum-based content training at routinely scheduled times throughout the school year. Two dedicated professional development days were scheduled in 22-23 when 100% of instructional staff received specialized training designed by multiple departments. The Teacher Incentive Allotment initiative entered its second year with the first year of actual implementation. Finally, the frequency of leadership training increased with added rigor.

Employee Compensation strategies continue to allow BISD to be in top 10% in the state. In 22-23, employee benefit strategies provided health plan options outside of TRS ActiveCare for the first time in several years. The Registered Apprenticeship Program began its first full year of implementation providing expanded clinical teaching experiences, and providing apprentices with from mentors, campuses, and the district.

The 2022-2023 school year was not without its challenges. The number of disciplinary removals from instructional settings was up by 7% compared to 2021-2022. Overall referrals, however, were down by 4.2%. Additionally, the disproportionality rate for Black DAEP placements continued to be high and disproportionate to the number of placements of all students across the district, as well as other individual groups. Furthermore, the district was identified as being significantly disproportionate for African American students being served by special education who were assigned out-of-school suspensions for ≤ 10 days. Behavior that resulted in ISS/OSS/DAEP assignments has increased for the second year in a row, with 3906 assignments, and 13% of students having received a suspension. The number of felony controlled substance incidents continued to increase, increasing from 7 (2021) to 30 (2022) to 43. The disproportionality rate of DAEP placement for Black students is the highest in five years, at 2.66. The SPED Black suspension/expulsion rate is disproportionately high, with a risk ratio of 2.7. Stakeholder Engagement and Workforce Capacity are not in place to support PBIS initiatives. There is a need to better support students identified as homeless - 10.0% dropout rate. There continues to be an increased need for mental health supports (LPCs) at the elementary/middle/intermediate levels.

Off campus connectivity limited to district checked out hotspots for some demographics. Financial responsibilities can be impacted due to low socioeconomic status. Ex. chromebook fees, insurance. Current policies that govern the Be Empowered initiative need to be revisited since some are over restrictive or unnecessarily cumbersome. There is high breakage for chromebooks throughout the district, and student digital citizenship is declining. Many of the district's secondary students have weak passwords. Classroom management for web filter, device care, student management software training and usage is not as effective as it needs to be. Some software licenses are expiring before renewing. Student AUA violations not being enforced. Since there is only one vendor for internet and WAN, outages impact all district operations. Additional training is needed since teachers and staff are clicking on phishing emails. The technology Department is having issues supporting programs because they do not know who the point of contact is for software/subscriptions. Lastly, not all of the new vape sensors are working at each campus.

State funding for public education is woefully inadequate, with no inflationary formulas built into the current funding formula. Special education funding is insufficient to cover the actual costs of delivering instruction. The Safety and Security allotment is insufficient to meet the needs of hiring police and safety specialists. With ESSER funding expiring, less funding will be available to provide additional staff to support meeting the ongoing academic and social/emotional needs of students. The district is facing a significant funding shortfall in 23-24.

Professional Learning identified aligning professional development vertically as a need. Opportunities for growth in 23-24 are in planning professional development pathways for every instructional group, and in refining expectations. Also, professional development opportunities for paraprofessionals is a need, along with raining in the use of district-wide software.

One of the leading challenges for Human Resources in 22-23 was finding enough substitute teachers. The challenge with substitute teachers was created by staffing shortages in critical need certification areas. The staffing shortages are being driven by declining enrollment in educator preparation programs (which highlights the need to continue to grow and develop the Registered Apprenticeship Program). Although district teacher turnover rates remained not only well below the state rate and increased at a slower rate than the state, nevertheless, it increased by 2.4%. A challenge the Registered Apprenticeship Program is having is finding candidates who are interested or willing to teach in the area. A final challenge that will need to be addressed is high teacher absences.

District Processes & Programs Strengths

- Counselors, Behavior Specialists, and Behavior Technicians are well-trained to do their jobs
- LPCs at the campuses (campus-based at high school and LJI, floating to other campuses) are working to meet students' mental health needs add great support
- The SEL & Behavioral Support site is well developed and available to all staff with district resources & guidance
- Leadership Teaming, Policy and Systems Support, and Local Implementation Demonstration Sites are effectively in place to support PBIS implementation
- 22 behavior and 43 mental health programs, interventions, services and resources, as well as 72 community resources, support BISD campuses
- CKH training and emphasis is strong at secondary campuses
- Communities in Schools site coordinators have supported almost 1000 students this year
- PK-12 able to use a device regardless of demographic background on/off campus.
- Technology department diverse demographic makeup.
- Strong technical support and coverage.
- 1:1 chrome book
- Ease of sharing content between teachers / students via Google Classroom, Gsuites, etc.
- Campus based software compatibility
- Classroom management software to ensure student learning and productivity and safety.
- Faster bandwidth both internet and wide area network circuits.
- Classrooms and teachers having updated technology equipment / devices.
- SSO / rostering on many software programs.
- Robust firewall and web filter to protect digital safety.
- Work order system to allow campuses to submit tickets via Helpdesk or online for the Maintenance, Technology, and Child Nutrition department.
- Tax Rate - Decrease by over 12 cents in 5 years
- Community Support
- Bond Programs
- Transparency Efforts
- Strong Financial Rating
- 313 Supplemental Payments
- Alternative Funding/Resource Development
- Legislative Advocacy
- Employee Compensation strategies allow BISD to be in top 10% in the state
- Employee Benefit strategies provide health plan options outside of TRS ActiveCare
- Expanded clinical teaching experiences builds connection with mentor, campus & district
- K-12 Teacher Registered Apprenticeship Program
- Dedicated PD Pathways for teachers
- Summatives now include PD conversations with teachers, driving Summer PD & Exchange Day courses
- Dedicated support for on-the-job coaching related to individual software tools
- Continuous curriculum-based content training routinely scheduled throughout the school year
- Dedicated District PD day for training on District initiatives for 100% of instructional staff designed by multiple departments
- Development and expansion of the Teacher Incentive Allotment
- Increased frequency and rigor of leadership trainings

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): The frequency and severity of internalizing and externalizing problematic behaviors have increased. **Root Cause:** Students are experiencing more behavioral disorders as compared to previous years. There has been an increase in mental health and behavioral support needs as well as a regression in social/emotional skills.

Problem Statement 2 (Prioritized): Digital citizenship is inadequate among staff and students. **Root Cause:** Limited professional development / lack of emphasis for the past several years in this area.

Problem Statement 3 (Prioritized): Cybersecurity threats continue to escalate. **Root Cause:** School districts are considered low hanging fruit and increasingly targeted due to perceived deficiencies in cybersecurity protocols and measures.

Problem Statement 4 (Prioritized): Unacceptable amounts of network downtime for student learning and district operations. **Root Cause:** Current network design has a single point of failure for both WAN and internet connectivity.

Problem Statement 5 (Prioritized): Less general fund revenues available to meet the instructional and operational needs of the District. **Root Cause:** State funding is based on students enrolled in average daily attendance.

Problem Statement 6 (Prioritized): ESSER Funding is expiring at the end of 2023 school year. **Root Cause:** ESSER funding was temporary relief dollars.

Problem Statement 7 (Prioritized): Staffing shortages throughout the state continues to impact our ability to staff each and every classroom with highly-qualified teachers. **Root Cause:** Declining enrollment in EPPS impacts the number of available teachers entering the teaching profession.

Problem Statement 8 (Prioritized): Substitute fill rates are significantly low, which requires teachers to combine, group and/or cover multiple classes. **Root Cause:** Increased teacher absences and same day call-ins creates challenges when trying to find substitute coverage for classrooms.

Problem Statement 9 (Prioritized): We lack clearly defined professional development plans for job roles other than teachers. **Root Cause:** A comprehensive needs assessment from department/campus leaders is needed to fully shape the professional development plans for roles other than teachers.

Problem Statement 10 (Prioritized): Underdevelopment of professional development options for all staff throughout the school year. **Root Cause:** Unclear/vague requirements from the state provide minimal guidance for shaping PD Pathways for all staff.

Problem Statement 11 (Prioritized): There is an increase of disciplinary incidents overall, including disproportionality of disciplinary incidents that result in receiving school discipline for students who are black and served by special education. **Root Cause:** Similar to academic deficiencies, students have learning and achievement gaps in displaying appropriate behavior resulting in a need to provide increased direct instruction, interventions, and support related to behaving appropriately.

Perceptions

Perceptions Summary

There were many strengths identified in the areas of communication, engagement, customer service, and volunteers. Overall district communication is perceived as timely by parents. One reason for that timely communication is the use of communication apps by campuses. Parents also indicated that they appreciate the email communications they receive from campuses, particularly from Principals. Many parents commented about how much they appreciate the good communication they are receiving from teachers about missing grades and assignments, as well as the information they receive about upcoming events. Some of the district campuses communicate weekly with parents. The district uses School Messenger to provide timely communication to parents, and the Just Ask feature on the district web page is utilized to provide answers to questions within 24 hours. Facebook is used to post rapid response (private) answers to parents' questions and comments.

BISD has great engagement opportunities ranging from volunteerism to a plethora of events at campuses. Post-COVID 19, parents are showing a greater interest in engaging in their child's education, so engagement was up across the district. Thoughts shared through Thought Exchange indicate that parents see engagement is a way to have a strong relationship with teachers and administrators on a campus.

Customer service was a major area of focus in 2022-2023. Overall customer service improved across the district based on the results of surprise walkthroughs, random phone calls, and the results of the Thought Exchange. Parent comments in the Thought Exchange expressed that some of the campus staff are cheerful and welcoming to students as they exit their cars in the morning, which they greatly appreciated. Parents at most of the district's campuses made it a point to share a positive thought about how they were treated, and those thoughts received many positive ratings.

The strategy to communicate the many opportunities to volunteer was met as volunteers expressed there are great volunteer opportunities that positively affect the students. Volunteers reported that they loved engaging with students. 88% of the 85 thoughts left by the 110 volunteers who participated in the Thought Exchange were solely positive. The top two activities that volunteers found to be most rewarding were mentoring and reading with students.

A common theme from parents was not knowing about activities or events far enough in advance to arrange their schedules. 48% of the 231 parent thoughts in Thought Exchange expressed that communication from staff about their children's grades, progress, behaviors and upcoming events was limited, untimely, or non-existent. Parents also expressed that they do not feel welcomed by their child's campus except at specific events at a few campuses. Parents expressed that want to be more involved in college planning and course planning and selection. Parents also said they want more interaction with teachers.

25% of BISD campuses need additional training in how to provide excellent customer service. Parents at those campuses expressed that they felt unwelcome, and one highly responded to thought went on to say that if they were unwelcome, so were their children. Thoughts expressing a need to improve customer service on those campuses received high star ratings and high numbers of responses, meaning that those who responded agreed with the sentiment of the thought.

BISD has an excellent Ambassador Training Program through Raise Your Hand Texas that is being under utilized. District Ambassadors are needed now more than ever to lift their voices in support of the district through sharing information about the great things BISD is doing to set the standard.

Perceptions Strengths

- Communication
 - District communication is timely
 - Campuses use apps to communicate with parents
 - Parents appreciate the email communication
 - Teachers are communicating missing assignments and grades
 - Some parents reported that they are informed in a timely manner about upcoming events
 - Some of the campuses do a great job of communicating weekly with parents
 - The district uses School Messenger to keep parents informed
 - Just Ask was identified as a way to ask and receive answers to questions
 - Facebook is used to post rapid responses (private) to parent questions and comments.
- Engagement
 - The district has great engagement opportunities
 - Many parent expressed a desire to be engaged in their child's education

- Engagement was up across the district this year
- Engagement is seen as a way to have a strong relationship with teachers and administrators on a campus
- Customer Service
 - Overall customer service improved across the district.
 - Parents reported that some of campus staff are cheerful and welcoming toward students as they exit the car
 - Parents at most of the district's campuses made it a point to share a positive thought about how they were treated, and those thoughts received many positive ratings.
- Volunteers
 - The strategy to communicate the many opportunities to volunteer was met as volunteers expressed there are great volunteer opportunities that positively affect the students.
 - Volunteers loved engaging with the students.
 - 88% of the 85 thoughts left by the 110 volunteers who participated in the Thought Exchange were solely positive.
 - Mentoring and reading with students were two of the most rewarding volunteer opportunities.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parent ThoughtExchange data and customer service data from the year both indicate that 25% of BISD campuses need additional training in how to provide excellent customer service. **Root Cause:** The process for monitoring the implementation of the customer service training at the campus level did not yield timely data to be used in addressing concerns.

Problem Statement 2 (Prioritized): The BISD Ambassador Program is being underutilized depriving the district of a valuable voice on campuses and in the community. **Root Cause:** Systematic processes for timely communication with, and opportunities for Ambassadors to share positive news and information with stakeholders does not exist.

Priority Problem Statements

Problem Statement 1: Staffing shortages throughout the state continues to impact our ability to staff each and every classroom with highly-qualified teachers.

Root Cause 1: Declining enrollment in EPPS impacts the number of available teachers entering the teaching profession.

Problem Statement 1 Areas: District Processes & Programs

Problem Statement 2: Brazosport ISD graduates are below the state level of performance for College Readiness as evidenced by SAT, TSI, and AP results. This is especially true for African American and Special Education students.

Root Cause 2: 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. This includes communication with families.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: The frequency and severity of internalizing and externalizing problematic behaviors have increased.

Root Cause 3: Students are experiencing more behavioral disorders as compared to previous years. There has been an increase in mental health and behavioral support needs as well as a regression in social/emotional skills.

Problem Statement 3 Areas: District Processes & Programs

Problem Statement 4: There is an increase of disciplinary incidents overall, including disproportionality of disciplinary incidents that result in receiving school discipline for students who are black and served by special education.

Root Cause 4: Similar to academic deficiencies, students have learning and achievement gaps in displaying appropriate behavior resulting in a need to provide increased direct instruction, interventions, and support related to behaving appropriately.

Problem Statement 4 Areas: Demographics - District Processes & Programs

Problem Statement 5: Math computation persists as a weakness across grades.

Root Cause 5: Foundational gaps are exacerbated by a lack of time in the classroom and emphasis on technology.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Sub population performance in math is inconsistent.

Root Cause 6: Implementation of best practices is inconsistent across campuses and classrooms.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Substitute fill rates are significantly low, which requires teachers to combine, group and/or cover multiple classes.

Root Cause 7: Increased teacher absences and same day call-ins creates challenges when trying to find substitute coverage for classrooms.

Problem Statement 7 Areas: District Processes & Programs

Problem Statement 8: STAR Ren secondary data indicates less growth than younger grades.

Root Cause 8: Students are not gaining the foundational reading skills in the 3rd through 12th grade due to a lack of authentic literacy opportunities and consistency in implementing the workshop model which is often due to lack of time in the classroom and emphasis on technology.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: First-generation students may struggle to find the support needed to access and succeed in their post-secondary education.

Root Cause 9: A lack of a comprehensive plan and systematic process to support first-generation college-bound students that help to transition successfully from high school including dual credit to college and helps them to identify areas they may be able to succeed.

Problem Statement 9 Areas: Student Learning

Problem Statement 10: ESSER Funding is expiring at the end of 2023 school year.

Root Cause 10: ESSER funding was temporary relief dollars.

Problem Statement 10 Areas: District Processes & Programs

Problem Statement 11: Less general fund revenues available to meet the instructional and operational needs of the District.

Root Cause 11: State funding is based on students enrolled in average daily attendance.

Problem Statement 11 Areas: District Processes & Programs

Problem Statement 12: Unacceptable amounts of network downtime for student learning and district operations.

Root Cause 12: Current network design has a single point of failure for both WAN and internet connectivity.

Problem Statement 12 Areas: District Processes & Programs

Problem Statement 13: Digital citizenship is inadequate among staff and students.

Root Cause 13: Limited professional development / lack of emphasis for the past several years in this area.

Problem Statement 13 Areas: District Processes & Programs

Problem Statement 14: Cybersecurity threats continue to escalate.

Root Cause 14: School districts are considered low hanging fruit and increasingly targeted due to perceived deficiencies in cybersecurity protocols and measures.

Problem Statement 14 Areas: District Processes & Programs

Problem Statement 15: Underdevelopment of professional development options for all staff throughout the school year.

Root Cause 15: Unclear/vague requirements from the state provide minimal guidance for shaping PD Pathways for all staff.

Problem Statement 15 Areas: District Processes & Programs

Problem Statement 16: We lack clearly defined professional development plans for job roles other than teachers.

Root Cause 16: A comprehensive needs assessment from department/campus leaders is needed to fully shape the professional development plans for roles other than teachers.

Problem Statement 16 Areas: District Processes & Programs

Problem Statement 17: Parent ThoughtExchange data and customer service data from the year both indicate that 25% of BISD campuses need additional training in how to provide excellent customer service.

Root Cause 17: The process for monitoring the implementation of the customer service training at the campus level did not yield timely data to be used in addressing concerns.

Problem Statement 17 Areas: Perceptions

Problem Statement 18: The BISD Ambassador Program is being underutilized depriving the district of a valuable voice on campuses and in the community.

Root Cause 18: Systematic processes for timely communication with, and opportunities for Ambassadors to share positive news and information with stakeholders does not exist.

Problem Statement 18 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- RDA data
- Alternative Education Accountability (AEA) data

Student Data: Assessments

- 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
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments

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
- Male / Female performance, progress, and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

- Response to Intervention (RtI) student achievement data
- 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
- 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

Parent/Community Data

- Parent surveys and/or other feedback

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: September 18, 2023

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

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: Assistant Superintendent of Elementary Academics: Language Acquisition and Early Childhood Deputy Superintendent of Curriculum, Instruction, & Assessment Problem Statements: Student Learning 5 Funding Sources: Literacy Specialist - 255- Title II, Part A Personnel - 255.13.6119.00.889.24 - \$77,042				

Strategy 2 Details	Reviews			
Strategy 2: District level literacy supervisors will ensure that Balanced Literacy 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. 56% of grade 3 students will perform at Meets Grade Level on the STAAR reading. Staff Responsible for Monitoring: Assistant Superintendent of Elementary Academics: Language Acquisition and Early Childhood Deputy Superintendent of Curriculum, Instruction, & Assessment Results Driven Accountability Problem Statements: Student Learning 5	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Use Imagine Learning to accelerate language and literacy skills for ESL students 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: Assistant Superintendent of Elementary Academics: Language Acquisition and Early Childhood Results Driven Accountability Problem Statements: Student Learning 5 Funding Sources: Imagine Learning Language and Literacy Licenses - 263 - Title III, Part A - \$20,000	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 5: STAR Ren secondary data indicates less growth than younger grades. Root Cause: Students are not gaining the foundational reading skills in the 3rd through 12th grade due to a lack of authentic literacy opportunities and consistency in implementing the workshop model which is often due to lack of time in the classroom and emphasis on technology.

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

Strategy 1 Details	Reviews			
Strategy 1: Improve implementation of Spatial Temporal (ST) Math with Pre-K students through support from the Numeracy Specialist and Early Childhood Specialist. Strategy's Expected Result/Impact: ST Math reports will indicate that 90% of students are on track in mathematics. Staff Responsible for Monitoring: Assistant Superintendent of Elementary Academics: Language Acquisition and Early Childhood Results Driven Accountability Problem Statements: Student Learning 3, 4	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The district will facilitate the implementation and monitoring of the mathematics curriculum and TIER 1 priorities in K-3 by screeners/CBAs/classroom visits while providing targeted training (implementation of number talks, problem-solving models, fact fluency, etc.) and resources (ST Math, STAAR preparation resources, etc.). Strategy's Expected Result/Impact: Improved mathematics performance from the beginning of the year to the end of the year for 90% or more of students in grades K through 3. Staff Responsible for Monitoring: Coordinator of Mathematics (Curriculum Specialist) Deputy Superintendent of Curriculum, Instruction, & Assessment Results Driven Accountability Problem Statements: Student Learning 3, 4 Funding Sources: Math Curriculum Specialist - 255- Title II, Part A Personnel - 255.13.6119.00.889.24 - \$77,489	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: Principals will work with math and ELAR teachers to set math and reading annual performance goals for their students. Strategy's Expected Result/Impact: 75% or more of students in grades 1-3 will demonstrate a minimum of one year of growth using the Star Renaissance screener. Staff Responsible for Monitoring: Assistant Superintendent of Elementary Academics: Language Acquisition and Early Childhood Results Driven Accountability Problem Statements: Student Learning 3, 4, 5		Formative			Summative
		Nov	Jan	Mar	June
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 3: Sub population performance in math is inconsistent. Root Cause: Implementation of best practices is inconsistent across campuses and classrooms. Problem Statement 4: Math computation persists as a weakness across grades. Root Cause: Foundational gaps are exacerbated by a lack of time in the classroom and emphasis on technology. Problem Statement 5: STAR Ren secondary data indicates less growth than younger grades. Root Cause: Students are not gaining the foundational reading skills in the 3rd through 12th grade due to a lack of authentic literacy opportunities and consistency in implementing the workshop model which is often due to lack of time in the classroom and emphasis on technology.

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

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

Strategy 3 Details	Reviews			
Strategy 3: Provide Career and Technical Education students with hands-on experiential learning opportunities through real world settings such as internships, clinicals, and practicum learning experiences that coincide with curriculum and instructional strategies to better equip and prepare students upon graduation. Strategy's Expected Result/Impact: Number of hands-on experiential learning opportunities Number of students participating Staff Responsible for Monitoring: Deputy Superintendent of Curriculum, Instruction, & Assessment Director of CTE Funding Sources: Supplementals and Materials for CTE - 244 - Carl Perkins	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Partner with Brazosport College to assist families in filling out the FAFSA and to ensure there are clear transitional supports. Strategy's Expected Result/Impact: By the end of the school year, two opportunities in each of the two semesters will be offered to families at Brazosport College where they can get assistance in completing the FAFSA. Staff Responsible for Monitoring: Director of Guidance & Counseling Problem Statements: Student Learning 2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Provide families of Emergent Bilingual students who will enter or who are already enrolled in the high schools with tours to expose them to CTE opportunities, and with guidance in selecting Programs of Study suited for the EB students. Strategy's Expected Result/Impact: Improved student performance on the reading STAAR EOC and improved graduation rate and decreased drop out rate. Staff Responsible for Monitoring: Assistant Superintendent of Elementary Academics: Language Acquisition and Early Childhood. Language Acquisition Coordinator. Parent & Family Liaison Results Driven Accountability Problem Statements: Student Learning 2	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 2: First-generation students may struggle to find the support needed to access and succeed in their post-secondary education. **Root Cause:** A lack of a comprehensive plan and systematic process to support first-generation college-bound students that help to transition successfully from high school including dual credit to college and helps them to identify areas they may be able to succeed.

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





Performance Objective 4: In 2023-24, 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: 2023 underperforming BISD student groups will close the gap between the performance of the group and both the state and the traditionally higher performing groups on STAAR assessments.

Strategy 1 Details	Reviews			
Strategy 1: Provide campuses with grade level specific math support programs. Strategy's Expected Result/Impact: Improved student performance on the math STAAR, and improved growth of TIER III students from the beginning of the year to the end of the year as measured by grade level math screeners. Staff Responsible for Monitoring: Deputy Superintendent of Curriculum, Instruction, & Assessment Math Coordinator Results Driven Accountability Problem Statements: Student Learning 3, 4	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide campuses with grade level specific reading support programs. Strategy's Expected Result/Impact: Improved student performance on the reading STAAR, and improved growth of TIER III students from the beginning of the year to the end of the year as measured by grade level reading screeners. Staff Responsible for Monitoring: Deputy Superintendent of Curriculum, Instruction, & Assessment ELA Coordinator Results Driven Accountability Problem Statements: Student Learning 1, 2, 3, 4, 5	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Provide accelerated instruction through the Brazos Success Academy to students who are not on track to graduate with their cohort. Strategy's Expected Result/Impact: Greater-than or equal to 75% for the six-year graduation rate. Staff Responsible for Monitoring: Deputy Superintendent of Administrative Services Problem Statements: Demographics 1 - Student Learning 2 - District Processes & Programs 11 Funding Sources: Personnel-Brazos Success Academy - Local 26 - State Comp Personnel (BSA) - \$1,119,000, Supplies and Materials - Brazos Success Academy - Local 26 State Comp Ed (BSA) - \$126,351, Supplies, Materials and Personnel - Local 99 - (BSA) - \$6,300	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Provide instruction and accelerated instruction, summer school, and/or tutorials to students who are identified as at-risk, those who did not pass STAAR, including students who are identified as Emergent Bilingual and/or are served through special education. Strategy's Expected Result/Impact: Improved individualized progress and academic performance in alignment with the performance objective measures. Staff Responsible for Monitoring: Deputy Superintendent of Curriculum, Instruction, & Assessment Assistant Superintendent of Elementary Academics and Language Acquisition and Early Childhood Assistant Superintendent of Secondary Academics Problem Statements: Demographics 1 - Student Learning 3, 4, 5 - District Processes & Programs 11 Funding Sources: BISD Summer Academy Personnel - 282-ESSER III , BISD Summer Academy Supplies and Materials - 282-ESSER III , Summer School and Summer School Now - SCE 199- Summer School/Summer School NOW (HB 4545) - \$503,636	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: The district will provide support with planning, along with monitoring and analysis of student performance to campuses identified through the state accountability system as needing support. Strategy's Expected Result/Impact: Student groups with consecutive years of missing Domain III targets will meet their targets. Staff Responsible for Monitoring: Assistant Superintendent of Compliance and Data Quality Results Driven Accountability Problem Statements: Student Learning 3, 4, 5	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: The Language Acquisition Department will monitor the implementation of the reading and math curricula and provide training and resources to teachers who serve EL 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 Coordinators and Assistant Superintendent of Elementary Academics: Language Acquisition and Early Childhood Results Driven Accountability Problem Statements: Student Learning 2, 3, 5 Funding Sources: Contracted Services - 263 - Title III, Part A - \$7,000, Teacher Professional Development - 263 - Title III, Part A - \$15,812, Classroom Supplies - 263 - Title III, Part A - \$3,581	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Provide reading tutorials to Bilingual and ESL students at middle/intermediate 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, 3, 4, 5 Funding Sources: - 263 - Title III, Part A - \$6,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Provide a Read 180 Reading Intervention Program for 7th-12th grade ESL students. Strategy's Expected Result/Impact: Improved student performance on the reading STAAR and improved growth of Tier III students from the beginning of year to the end of year as measured by progress monitoring. Staff Responsible for Monitoring: Assistant Superintendent of Elementary Academics: Language Acquisition and Early Childhood Results Driven Accountability Problem Statements: Student Learning 1, 5 Funding Sources: Read 180 Licenses - 263 - Title III, Part A - \$13,179	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 4 Problem Statements:

Demographics

Problem Statement 1: There is an increase of disciplinary incidents overall, including disproportionality of disciplinary incidents that result in receiving school discipline for students who are black and served by special education. **Root Cause:** Similar to academic deficiencies, students have learning and achievement gaps in displaying appropriate behavior resulting in a need to provide increased direct instruction, interventions, and support related to behaving appropriately.

Student Learning

Problem Statement 1: Brazosport ISD graduates are below the state level of performance for College Readiness as evidenced by SAT, TSI, and AP results. This is especially true for African American and Special Education students. **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. This includes communication with families.

Problem Statement 2: First-generation students may struggle to find the support needed to access and succeed in their post-secondary education. **Root Cause:** A lack of a comprehensive plan and systematic process to support first-generation college-bound students that help to transition successfully from high school including dual credit to college and helps them to identify areas they may be able to succeed.

Problem Statement 3: Sub population performance in math is inconsistent. **Root Cause:** Implementation of best practices is inconsistent across campuses and classrooms.

Problem Statement 4: Math computation persists as a weakness across grades. **Root Cause:** Foundational gaps are exacerbated by a lack of time in the classroom and emphasis on technology.

Problem Statement 5: STAR Ren secondary data indicates less growth than younger grades. **Root Cause:** Students are not gaining the foundational reading skills in the 3rd through 12th grade due to a lack of authentic literacy opportunities and consistency in implementing the workshop model which is often due to lack of time in the classroom and emphasis on technology.

District Processes & Programs

Problem Statement 11: There is an increase of disciplinary incidents overall, including disproportionality of disciplinary incidents that result in receiving school discipline for students who are black and served by special education. **Root Cause:** Similar to academic deficiencies, students have learning and achievement gaps in displaying appropriate behavior resulting in a need to provide increased direct instruction, interventions, and support related to behaving appropriately.

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

Performance Objective 5: In 2023-2024, BISD will successfully evaluate and complete all activities identified to be started and completed during the second year of the multiyear implementation of the Curriculum Management Audit recommendations.

High Priority

Evaluation Data Sources: Data sources will include revised and new Board policies, revised and new administrative regulations and other documents appropriate to targeted strategies.

Strategy 1 Details	Reviews			
Strategy 1: Complete all requirements under CA Recommendation 6. Strategy's Expected Result/Impact: All documents associated with Recommendation 6 will be completed and submitted for approval by June of 2024. Staff Responsible for Monitoring: Assistant Superintendent of Compliance and Data Quality Problem Statements: Student Learning 2, 3, 5	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 2: First-generation students may struggle to find the support needed to access and succeed in their post-secondary education. Root Cause: A lack of a comprehensive plan and systematic process to support first-generation college-bound students that help to transition successfully from high school including dual credit to college and helps them to identify areas they may be able to succeed.
Problem Statement 3: Sub population performance in math is inconsistent. Root Cause: Implementation of best practices is inconsistent across campuses and classrooms.
Problem Statement 5: STAR Ren secondary data indicates less growth than younger grades. Root Cause: Students are not gaining the foundational reading skills in the 3rd through 12th grade due to a lack of authentic literacy opportunities and consistency in implementing the workshop model which is often due to lack of time in the classroom and emphasis on technology.

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

Performance Objective 1: In 2023-2024, 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

Strategy 1 Details	Reviews			
Strategy 1: Health and safety specialists will be added to the two high schools and two intermediate schools. Strategy's Expected Result/Impact: The addition of the four Health and Safety Specialists will support a 10% reduction of state coded disciplinary actions by June 1, 2024. Staff Responsible for Monitoring: Chief Finance Officer Director of Federal Programs Problem Statements: Demographics 1 - District Processes & Programs 1, 11 Funding Sources: Health and Safety Specialists (4) - 289- Title IV, Part A Personnel - \$135,000, Campus Safety Specialists - 282-ESSER III	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The district will train key district and campus personnel, including BISD Police and BISD Security/Safety Officers, in the National Incident Management System (NIMS) and their role in supporting school safety. [TEC 37.081] Strategy's Expected Result/Impact: By the end of the second semester, all personnel who are required to receive the training will be trained. The District has hired a number of new safety specialist in many of our position. This was due to staffing attrition issues Staff Responsible for Monitoring: Director of Safety and Security	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
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, each campus will complete a tabletop/talk through exercise on the Student Reunification Method, protocols and execution process with their crisis management team. By the end of first semester all new teachers will be trained during TIPS and/or at their respective campuses on Stop the Bleeding Protocols. By the end of the school year all 7th - 12th grade students will be trained on Stop the Bleeding Protocols. Staff Responsible for Monitoring: Director of Safety and Security	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
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 Student Services and Fine Arts	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: The district will train school personnel in how to identify and assist victims of human trafficking. [TEC 38.0041(a)] [TEC 11.252(c)(9)] Strategy's Expected Result/Impact: By the end of the first semester, all personnel required to receive the training will complete it. Staff Responsible for Monitoring: Director of Guidance & Counseling	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: The district will evaluate and revise COVID-19 protocols that align with the requirements of the ESSER III grant and provide resources, supplies, and materials. Strategy's Expected Result/Impact: The COVID-19 protocols will reflect the latest TEA guidance. Staff Responsible for Monitoring: Deputy Superintendent of Administrative Services and Coordinator of Health Services Funding Sources: Hand Sanitizer - 282-ESSER III , Pre-Award Costs - 282-ESSER III	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details		Reviews			
Strategy 7: The district will implement a substance abuse prevention program to include an e-cigarette prevention program in grades 7-12. Strategy's Expected Result/Impact: By the end of the school year, a variety of resources will be used to ensure that all students participating in Teen Leadership at the high school level will receive instruction on e-cigarette prevention, and students who receive disciplinary actions due to using e-cigarettes will be assigned online modules or face-to-face lessons to complete to teach them about the dangers of e-cigarettes, and all students in grades 7-8 will receive instruction in the prevention of e-cigarettes according to individual campus' processes and procedures. Staff Responsible for Monitoring: At-risk Coordinator and Director of Guidance & Counseling Problem Statements: Demographics 1 - District Processes & Programs 11		Formative			Summative
		Nov	Jan	Mar	June
Strategy 8 Details		Reviews			
Strategy 8: The district will train staff and students on behavior expectations, including the district's policy on prevention, reporting, and response procedures related to bullying, sexual harassment (Title IX), dating violence and for teachers and staff who work with behaviorally challenged students, TBSI. [TEC 37.0832] [TEC 11.252(3)(E)] [TEC 37.083(a)] [TEC 11.252(a)(9)] [TEC 38.0041] [TEC 37.0831] [TAC 19 103.1201(b)] Strategy's Expected Result/Impact: At the beginning of the school year, all staff will receive the Title IX training. By the end of the first semester, staff will receive training in bullying, while all students in elementary and secondary schools will receive training in anti-bullying, which includes sexual harassment and dating violence, during the month of October. Staff Responsible for Monitoring: Director of Student Services and Fine Arts Problem Statements: Demographics 1 - District Processes & Programs 11 Funding Sources: Prevention Specialist - 282-ESSER III		Formative			Summative
		Nov	Jan	Mar	June
Strategy 9 Details		Reviews			
Strategy 9: 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 2023-2024 school year, students who are placed at the DAEP will receive the supports both behaviorally and academically they need to return to their home campus equipped for success as measured by a reduced recidivism rate. Staff Responsible for Monitoring: Deputy Superintendent of Administrative Services Problem Statements: Demographics 1 - District Processes & Programs 11 Funding Sources: LLC KEYS Teacher - 282-ESSER III , LLC Intervention Teacher - 282-ESSER III , Lighthouse Learning Center (LLC) Personnel - Local 28 - Disciplinary AEP State Comp Pers (LLC) - \$1,200,773, Supplies and Materials Lighthouse Learning Center - Local 28 - Disciplinary AEP State Comp (LLC) - \$50,000		Formative			Summative
		Nov	Jan	Mar	June

Strategy 10 Details	Reviews			
Strategy 10: In 2023-2024, the district will utilize supplemental funding to provide behavior support to each BISD campus. Strategy's Expected Result/Impact: At the end of the 2024 school year, no racial-ethnic groups or the special education department will be identified as significantly disproportional for OSS and expulsions in the Results Driven Accountability System. Staff Responsible for Monitoring: Director of Student Services and Fine Arts Results Driven Accountability Problem Statements: Demographics 1 - District Processes & Programs 11 Funding Sources: Nine Behavior Technicians - 888 Local	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
Strategy 11: 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: Deputy Superintendent of Administrative Services Chief Operations and Technology Officer	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: There is an increase of disciplinary incidents overall, including disproportionality of disciplinary incidents that result in receiving school discipline for students who are black and served by special education. Root Cause: Similar to academic deficiencies, students have learning and achievement gaps in displaying appropriate behavior resulting in a need to provide increased direct instruction, interventions, and support related to behaving appropriately.
District Processes & Programs
Problem Statement 1: The frequency and severity of internalizing and externalizing problematic behaviors have increased. Root Cause: Students are experiencing more behavioral disorders as compared to previous years. There has been an increase in mental health and behavioral support needs as well as a regression in social/emotional skills. Problem Statement 11: There is an increase of disciplinary incidents overall, including disproportionality of disciplinary incidents that result in receiving school discipline for students who are black and served by special education. Root Cause: Similar to academic deficiencies, students have learning and achievement gaps in displaying appropriate behavior resulting in a need to provide increased direct instruction, interventions, and support related to behaving appropriately.

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

Performance Objective 2: In 2023-2024, 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

Strategy 1 Details	Reviews			
Strategy 1: The district will provide support services to students through character education. Strategy's Expected Result/Impact: By the end of the year, all elementary campuses will have implemented QuaverReady and Rhithm, and all secondary schools will have implemented Capturing Kids' Hearts. Staff Responsible for Monitoring: Director of Guidance & Counseling Results Driven Accountability Problem Statements: Demographics 1 - District Processes & Programs 11 Funding Sources: Character Education Coaches (3) - 282-ESSER III , Character Education Curriculum - 282-ESSER III	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The district will increase ease of access to in house and outside counseling services through community partnerships to support mental health needs and suicide prevention, including a parental or guardian notification. [TEC 11.252(3)(B)(i)] Strategy's Expected Result/Impact: By the end of the first semester, the process for referrals of students suffering from mental health and isolation issues will be fully implemented. Staff Responsible for Monitoring: Director of Guidance & Counseling Problem Statements: Demographics 1 - District Processes & Programs 11	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: BISD campuses will integrate trauma-informed care practices into the district's PBIS framework, including increasing staff and parent awareness of trauma-informed care implementation of trauma-informed practices and care by District and campus staff, and providing information about available counseling options for students affected by trauma or grief. [TEC 11.252(a)(3)(E) [TEC 11.252(a)(10) [TEC 38.036] Strategy's Expected Result/Impact: All counselors and behavior specialists will implement trauma-informed care practices. Staff Responsible for Monitoring: Director of Guidance & Counseling and Director of Student Services and Fine Arts Results Driven Accountability Problem Statements: Demographics 1 - District Processes & Programs 11	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: District secondary school campuses will provide Capturing Kids' Hearts and CKH2, as well as district-by-design support, to enhance staff's ability to connect and build positive relationships with and among students. [TEC 11.252 (3)(B)(ii)] [TEC 11.252(3)(B)(iii)] Strategy's Expected Result/Impact: By the end of the school year, there will be a decrease in office discipline referrals at the secondary level. Staff Responsible for Monitoring: Director of Student Services and Fine Arts - Results Driven Accountability Problem Statements: Demographics 1 - District Processes & Programs 11	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: The district will implement mentoring programs through partnerships such as Loving BISD and through Lift Up, a district-facilitated mentoring initiative. Strategy's Expected Result/Impact: By the end of the second nine weeks, students who return to face-to-face learning and who have a district mentor will get connected to the mentor. Staff Responsible for Monitoring: Volunteer Coordinator Problem Statements: Demographics 1 - Student Learning 2 - District Processes & Programs 11	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: The district will provide case managers to support students and families at select campuses through a partnership with Communities in Schools. Strategy's Expected Result/Impact: By the end of the school year, more than 500 of the district's most at-risk students who are not being successful in school will receive a variety of supports that address social, emotional, physical and academic needs. Staff Responsible for Monitoring: At-Risk Coordinator Results Driven Accountability Problem Statements: Demographics 1 - Student Learning 2 - District Processes & Programs 11 Funding Sources: Traditional Communities in Schools Model Program @ Velasco, Lanier, Rasco, FIS and Partial FES - 211 - Title I, Part A - \$60,000, Criminal Justice Grant 23-24 - CJD Youth Intervention Grant - 278 - \$67,245, VOCA Community in Schools - 289 - Title IV, Part A - 289.32.6299.00.889.24 - \$20,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: The district will provide after school programs at select campuses to support students through a partnership with Boys & Girls Club of Brazoria County. Strategy's Expected Result/Impact: By the end of the school year, eleven BISD campuses will host after school Boys' and Girls' Club programs. Staff Responsible for Monitoring: At-Risk Coordinator Problem Statements: Demographics 1 - District Processes & Programs 11 Funding Sources: Boys and Girls Club - 282-ESSER III - 282.31.6299.30.999.24	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: The district will use supplemental funding to coordinate support and transition services to At-Risk students. Strategy's Expected Result/Impact: By the end of the school year, more than 500 of the district's most at-risk students who are not being successful in school will receive a variety of supports that address social, emotional, physical and academic needs. Staff Responsible for Monitoring: At Risk Coordinator Results Driven Accountability Problem Statements: Demographics 1 - Student Learning 2 - District Processes & Programs 11 Funding Sources: At-Risk Coordinator assigned to BSA - 282-ESSER III , LLC Transition Specialist - 282-ESSER III , Supplies, Materials, Travel (educational field trips), tutorials, Indirect Costs - 280-ARP Homeless II 23.24 available funds - \$15,854, District At-Risk Coordinator - Local 24 - State Comp Personnel - \$85,000	Formative			Summative
	Nov	Jan	Mar	June

Strategy 9 Details	Reviews			
Strategy 9: The district will continue implementation of the ASCEND (Acquiring Strength, Character, Employability and Networking Skills with Determination) Program to offer additional monitoring, supervision, support and enrichment opportunities to students experiencing homelessness. Strategy's Expected Result/Impact: Students experiencing homelessness will have the opportunity to develop better communication, goal setting and employability skills which will increase their resiliency and confidence. Additionally through monitoring and interventions, students will be more successful. Staff Responsible for Monitoring: At Risk Coordinator Results Driven Accountability Problem Statements: Student Learning 2 Funding Sources: McKinney Vento Student Advocate - 278-ARP Homeless I TECHY Supplemental 23.24 funds - \$60,226, McKinney Vento Program Specialist/Program Costs - 280-ARP Homeless II 23.24 available funds - \$78,700	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
Strategy 10: District elementary school campuses will provide CHAMPS, as well as district-by-design support, to enhance staff's ability to connect and build positive relationships with and among students. Strategy's Expected Result/Impact: By the end of the school year, there will be a decrease in office discipline referrals at the elementary level. Staff Responsible for Monitoring: Director of Student Services and Fine Arts Problem Statements: Demographics 1 - District Processes & Programs 11	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
Strategy 11: The district will increase student and parent education regarding key issues such as bullying, gun safety, vaping and fentanyl awareness and suicide prevention through the Student Services Newsletter. Strategy's Expected Result/Impact: By the end of the school year students and parents will have access to information that will increase awareness regarding key student safety issues. Staff Responsible for Monitoring: Director of Student Services, Director of Counseling and At Risk Coordinator Problem Statements: Demographics 1 - District Processes & Programs 11	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: There is an increase of disciplinary incidents overall, including disproportionality of disciplinary incidents that result in receiving school discipline for students who are black and served by special education. **Root Cause:** Similar to academic deficiencies, students have learning and achievement gaps in displaying appropriate behavior resulting in a need to provide increased direct instruction, interventions, and support related to behaving appropriately.

Student Learning

Problem Statement 2: First-generation students may struggle to find the support needed to access and succeed in their post-secondary education. **Root Cause:** A lack of a comprehensive plan and systematic process to support first-generation college-bound students that help to transition successfully from high school including dual credit to college and helps them to identify areas they may be able to succeed.

District Processes & Programs

Problem Statement 11: There is an increase of disciplinary incidents overall, including disproportionality of disciplinary incidents that result in receiving school discipline for students who are black and served by special education. **Root Cause:** Similar to academic deficiencies, students have learning and achievement gaps in displaying appropriate behavior resulting in a need to provide increased direct instruction, interventions, and support related to behaving appropriately.

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

Performance Objective 1: In 2023-2024 the district will provide excellent customer service for all visitors and stakeholders.





Evaluation Data Sources: Annual Parent Survey Results

Mystery calls and visits

Training documentation

Completed plans for customer service training for new front office staff

Strategy 1 Details	Reviews			
Strategy 1: Review the feedback from the end-of-year surveys to identify specific areas of concern and opportunities for improvement related to customer service at the front office. Strategy's Expected Result/Impact: 2023-2024 Thought Exchanges will indicate improved customer service. Staff Responsible for Monitoring: District Marketing Team Problem Statements: Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Engage with campus administrators to understand the issues and concerns raised in the surveys. Work together to develop tailored training programs or resources to address these concerns. Strategy's Expected Result/Impact: 2023-2024 Thought Exchanges will indicate improved customer service. Staff Responsible for Monitoring: District Marketing Team Problem Statements: Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Monitor and evaluate the effectiveness of the training programs through feedback and follow-up surveys. Make necessary adjustments to improve the training. Strategy's Expected Result/Impact: 2023-2024 Thought Exchanges will indicate improved customer service. Staff Responsible for Monitoring: District Marketing Team Problem Statements: Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Implement a schedule for conducting random mystery calls and visits throughout the year. Strategy's Expected Result/Impact: 2023-2024 Thought Exchanges will indicate improved customer service. Staff Responsible for Monitoring: District Marketing Team Problem Statements: Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Share the results of mystery calls and visits with the relevant campus administrators. Highlight areas of excellence and areas needing improvement. Strategy's Expected Result/Impact: 2023-2024 Thought Exchanges will indicate improved customer service. Staff Responsible for Monitoring: District Marketing Team Problem Statements: Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Collaborate with staff to create action plans for improving customer service based on the feedback received from mystery calls and visits. Strategy's Expected Result/Impact: 2023-2024 Thought Exchanges will indicate improved customer service. Staff Responsible for Monitoring: District Marketing Team Problem Statements: Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Parent ThoughtExchange data and customer service data from the year both indicate that 25% of BISD campuses need additional training in how to provide excellent customer service. Root Cause: The process for monitoring the implementation of the customer service training at the campus level did not yield timely data to be used in addressing concerns.

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

Performance Objective 2: In 2023-2024 the district will highlight and celebrate the accomplishments of non-campus staff members.

Evaluation Data Sources: Staff shared thoughts and multiple choice answers in Thought Exchange will show high levels of satisfaction and feeling appreciated.

Strategy 1 Details	Reviews			
Strategy 1: Conduct a thorough inventory of existing recognition programs, awards, and initiatives for non-campus staff members to determine their effectiveness. Strategy's Expected Result/Impact: A list of existing programs will be created. Staff Responsible for Monitoring: District Marketing Team Problem Statements: District Processes & Programs 7	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Evaluate the effectiveness and impact of each recognition program currently in use. Strategy's Expected Result/Impact: Only those recognition programs with the highest effect will be retained for continued use. Staff Responsible for Monitoring: District Marketing Team Problem Statements: District Processes & Programs 7	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Based on feedback and assessment, enhance and expand existing recognition programs as well as develop new ones where necessary. Strategy's Expected Result/Impact: Existing high effect and new recognition programs will be added to the You Matter Activities. Staff Responsible for Monitoring: District Marketing Team Problem Statements: District Processes & Programs 7	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 2 Problem Statements:





District Processes & Programs
Problem Statement 7: Staffing shortages throughout the state continues to impact our ability to staff each and every classroom with highly-qualified teachers. Root Cause: Declining enrollment in EPPS impacts the number of available teachers entering the teaching profession.

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

Performance Objective 3: In 2023-2024, the district will evaluate and implement opportunities to maximize the utilization of Ambassador Academy graduates for enhanced district promotion efforts.

Evaluation Data Sources: Ambassadors will be utilized for 3 or more activities.

Strategy 1 Details	Reviews			
Strategy 1: Regularly identify district news stories, social media posts, or promotions that could benefit from additional promotion at the campus level. Strategy's Expected Result/Impact: A list of district news stories, social media posts, or promotions will be created, regularly updated, and sent out to the ambassadors. Staff Responsible for Monitoring: District Marketing Team Problem Statements: Perceptions 2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Send targeted emails to Ambassador Academy graduates, providing them with links to relevant district news stories or social media posts. Strategy's Expected Result/Impact: We will see an increase in shared information through social media posts and campus newsletters. Staff Responsible for Monitoring: District Marketing Team Problem Statements: Perceptions 2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Encourage graduates to promote these district initiatives within their respective campuses by sharing the provided links, spreading the word, or engaging with the content. Strategy's Expected Result/Impact: We will see an increase in shared information through social media posts and campus newsletters. Staff Responsible for Monitoring: District Marketing Team Problem Statements: Perceptions 2	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Identify any challenges or barriers faced by graduates that may hinder them from effectively utilizing their academy learning for promotional purposes. Strategy's Expected Result/Impact: Challenges will be identified, addressed, and as much as possible, mitigated. Staff Responsible for Monitoring: District Marketing Team Problem Statements: Perceptions 2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Organize a brainstorming session with some Ambassador Academy graduates to explore their experiences, successes, and areas where more support may be needed. Strategy's Expected Result/Impact: Identified areas will be added to the District Needs Assessment for targeted improvement in 2024-2025. Staff Responsible for Monitoring: District Marketing Team Problem Statements: Perceptions 2	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 2: The BISD Ambassador Program is being underutilized depriving the district of a valuable voice on campuses and in the community. Root Cause: Systematic processes for timely communication with, and opportunities for Ambassadors to share positive news and information with stakeholders does not exist.

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 2023-2024, 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

Strategy 1 Details	Reviews			
Strategy 1: The Technology Department will install dark fiber district wide to increase throughput across the district's network. Strategy's Expected Result/Impact: The outcome will be increasing throughput across district networks. Staff Responsible for Monitoring: Director of Technology Problem Statements: District Processes & Programs 4	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The Technology Department will complete implementation of the Command Center. Strategy's Expected Result/Impact: The Command Center will be fully operational by the end of the 2023-2024 school year. Staff Responsible for Monitoring: Chief of Operations and Technology / Director of Technology	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: The Technology Department will emphasize cybersecurity awareness to all district staff. Strategy's Expected Result/Impact: By the end of the year, each staff member will receive training. Staff Responsible for Monitoring: Director of Technology Coordinator of Safety and Security Problem Statements: District Processes & Programs 3	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

District Processes & Programs

Problem Statement 3: Cybersecurity threats continue to escalate. **Root Cause:** School districts are considered low hanging fruit and increasingly targeted due to perceived deficiencies in cybersecurity protocols and measures.

Problem Statement 4: Unacceptable amounts of network downtime for student learning and district operations. **Root Cause:** Current network design has a single point of failure for both WAN and internet connectivity.

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 2023-2024, 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 2023. (Federal and State fiscal compliance)

High Priority





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

Strategy 1 Details	Reviews			
Strategy 1: The district will support supplemental special education early intervention by providing IDEA-B Preschool funding for supplemental needs such as personnel, intervention, professional development, supplies, and materials. Strategy's Expected Result/Impact: Improved individualized progress and academic performance in alignment with the performance objective measures. Staff Responsible for Monitoring: Director of Special Services - Results Driven Accountability Problem Statements: District Processes & Programs 5 Funding Sources: - 225 - IDEA B Preschool - \$74,242	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The district will support supplemental special education Elementary, Middle, and High School instruction by providing ESSER III and 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: District Processes & Programs 5 Funding Sources: Personnel, Supplies and Materials - 224 - IDEA B - \$2,639,201, SPED Personnel (1 paraprofessional) (9.5 Teachers) - 282-ESSER III	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: The district will support content and language acquisition by providing local and Federal funding for supplemental needs such as personnel, ESL certification training and reimbursement, intervention, family and engagement activities, supplies, leadership training, and materials. Strategy's Expected Result/Impact: Improved academic performance in alignment with the performance objective measures. Staff Responsible for Monitoring: Assistant Superintendent of Elementary Academics: Language Acquisition and Early Childhood Results Driven Accountability Problem Statements: District Processes & Programs 5 Funding Sources: Parent and Family Engagement - 263 - Title III, Part A - \$2,996, Title III, Part A Indirect Cost - 263 - Title III, Part A - \$5,759, Program Administrator Travel - 263 - Title III, Part A - \$2,904, Parent and Family Liaison PCN 14278 - 263 - Title III, Part A Personnel - \$31,475, Classroom Supplies - 263 - Title III, Part A - \$3,581, Parent Staff Development - 263 - Title III, Part A - \$500, Coordinator of Language Acquisition - 282-ESSER III, ESL Certification Stipend - 282-ESSER III, TBD Personnel - 263 - Title III, Part A Personnel - \$29,355	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: The district will coordinate with the Region 4 ESC to recruit, identify and serve Migrant students. Strategy's Expected Result/Impact: Informational migrant posters visibly displayed on each campus (provided by Region 4). 90% of Migrant Surveys returned by parents/caregivers. Number of students identified as Migrant through online & paper enrollment. Staff Responsible for Monitoring: Language Acquisition Coordinator Assistant Superintendent of Elementary Academics: Language Acquisition and Early Childhood Problem Statements: District Processes & Programs 5	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: The district will provide McKinney-Vento and Title I related services to students who have been identified as homeless. Strategy's Expected Result/Impact: Students identified as homeless will receive the supports and services needed for an increase in the number of students to be promoted to the next grade, and that will result a reduction in the dropout rate. Staff Responsible for Monitoring: At-Risk Coordinator Deputy Superintendent of Administrative Services - Results Driven Accountability Problem Statements: District Processes & Programs 5 Funding Sources: McKinney-Vento Resources/Supplies to meet needs of identified students - 889 - Federal Programs Reservation (Title I) - 211.**.6***.00.***.** - \$3,000, Personnel - 206-TECHY (Homeless) Grant 23.24 funds - \$51,600	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: The district will provide personnel, programs, materials, professional development and services designed to improve and enhance the general education program for ALL (At-Risk, SPED, ECOD, General Ed, etc) students. Including: Materials, Supplies, Services, Personnel and Resources Strategy's Expected Result/Impact: 2022 underperforming BISD student groups will close the gap between the performance of the group and both the state and the traditionally higher performing groups on STAAR assessments. Staff Responsible for Monitoring: Director of State and Federal Programs Results Driven Accountability Problem Statements: District Processes & Programs 5 Funding Sources: Training and materials to support the effective use of technology - 289 - Title IV, Part A - \$4,382, Supplies and Materials CTE Programs - 244 - Carl Perkins - \$122,641, Director State and Federal Programs (50%) - 889 - Federal Programs Reservation (Title I) - 211.21.6119.00.889.24 - \$66,615, Title II, Part A Indirect Cost Rate - 255 - Title II, Part A - \$16,041, 22-23 Title I, Part A Indirect Cost Total - 889 - Federal Programs Reservation (Title I) - \$100,416, Professional Development and District Travel - 889 - Federal Programs Reservation (Title I) - \$1,000, Title IV, Part A Indirect Cost Amount - 289 - Title IV, Part A - \$7,980, Supplemental Instructional Programs and Resources to Support Closing Learning Gaps - 282-ESSER III - 282.11.6399.36.999.11 - \$878,057, Supplemental Instructional Programs, resources and professional development allocated to campuses to support closing learning gaps - 211 - Title I, Part A - \$2,173,444, Contracted Services - 211 - Title I, Part A - \$200,000, Library Paraprofessionals - 282-ESSER III, Secretary for Curriculum Coordinators - 282-ESSER III, Coordinator of Instructional Materials - 282-ESSER III, Coordinator of Instructional Technology - 282-ESSER III, Dean of Instruction - 255- Title II, Part A Personnel - \$101,658, Truancy Officers - Local 24 - State Comp Personnel - \$160,000, SCE funds to Campuses-Schoolwide - Local 30-State Comp Ed - \$211,349, Interventionists - Local 24 - State Comp Personnel - \$1,086,800, High School Credit Recovery Teachers - Local 24 - State Comp Personnel - \$386,800, Campus Content Specialists - Local 24 - State Comp Personnel - \$594,575, SCE Funds to Campus Non-Title - Local 24 - State Comp - \$63,651	Formative			Summative
	Nov	Jan	Mar	June

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

Strategy 10 Details	Reviews			
Strategy 10: The district will actively support, monitor and provide resources to eligible and participating Private Non-Profit schools. Strategy's Expected Result/Impact: Provide support to eligible students and teachers in eligible and participating private non-profit schools. Staff Responsible for Monitoring: Director of State and Federal Programs Problem Statements: District Processes & Programs 5 Funding Sources: Supplies and Resources - 889 - Federal Programs Reservation (Title I) - \$4,186, Private Non-profit OLQP - 255 - Title II, Part A - \$6,120, Private Non-profit BC - 255 - Title II, Part A - \$10,506, PNP-OLQP - 263 - Title III, Part A - \$1,224, PNP-OLQP - 289 - Title IV, Part A - \$3,060, PNP-BC - 289 - Title IV, Part A - \$5,253	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
Strategy 11: The district will utilize TEHCY and ARP Homeless grant funding to continue implementation of the ASCEND Program which will provide additional wrap around support and tutoring to students experiencing homelessness. Strategy's Expected Result/Impact: Students identified as homeless will receive the supports and services needed for an increased number of students to be promoted to the next grade, and that will result a reduction in the dropout rate. Staff Responsible for Monitoring: At Risk Coordinator Deputy Superintendent of Administrative Services Results Driven Accountability - Equity Plan Problem Statements: District Processes & Programs 5 Funding Sources: McKinney Vento Student Advocate - 206-TECHY (Homeless) Grant 23.24 funds, McKinney Vento Specialist - 278-ARP Homeless I TECHY Supplemental 23.24 funds, McKinney Vento Program Specialist - 280-ARP Homeless II 23.24 available funds	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

District Processes & Programs
Problem Statement 5: Less general fund revenues available to meet the instructional and operational needs of the District. Root Cause: State funding is based on students enrolled in average daily attendance.

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





Performance Objective 1: In 2023-2024, 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

Strategy 1 Details	Reviews			
Strategy 1: Partner with Region 4 and Brazosport College to implement 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. Staff Responsible for Monitoring: Chief Human Resources Officer Equity Plan Problem Statements: District Processes & Programs 7	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Strategically place apprentices within campuses to ensure that candidates receive the appropriate mentorship and support they need to be successful. Strategy's Expected Result/Impact: Using interview information, campus needs assessments and local teacher interviews, all apprentices will be assigned to placements that promote their success according to their RAP guidelines. Staff Responsible for Monitoring: Chief Human Resources Officer Equity Plan Problem Statements: District Processes & Programs 7	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Identify funding opportunities (federal, state, local and private) to sustain the Registered Apprenticeship Program. Strategy's Expected Result/Impact: By the end of the year, the district will submit two to three grant proposals, and will have identified a sustainable local funding match for the program. Staff Responsible for Monitoring: Chief Human Resources Officer Equity Plan Problem Statements: District Processes & Programs 7	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Establish partnerships and seek/secure MOUs with University Colleges of Education. Strategy's Expected Result/Impact: In six months, BISD will have signed MOUs with two new universities. Staff Responsible for Monitoring: Chief of Human Resources Equity Plan Problem Statements: District Processes & Programs 7	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: The district will provide a retention stipend to teachers and staff returning to BISD as an HR strategy to retain quality staff. Strategy's Expected Result/Impact: District retention will be greater than 90%. Staff Responsible for Monitoring: Director of State and Federal Programs Equity Plan Problem Statements: District Processes & Programs 7 Funding Sources: Attract and Retain Stipend - 282-ESSER III - \$1,375,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Implement 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 designed by the Professional Learning Coordinator and the Professional Learning Department 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. Staff Responsible for Monitoring: Chief of Human Resources Results Driven Accountability Problem Statements: District Processes & Programs 7 Funding Sources: Professional Learning Coordinator - 282-ESSER III	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
Strategy 7: Utilize ESSER 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: District Processes & Programs 7	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: The district will assigned 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 8	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

District Processes & Programs
Problem Statement 7: Staffing shortages throughout the state continues to impact our ability to staff each and every classroom with highly-qualified teachers. Root Cause: Declining enrollment in EPPS impacts the number of available teachers entering the teaching profession.
Problem Statement 8: Substitute fill rates are significantly low, which requires teachers to combine, group and/or cover multiple classes. Root Cause: Increased teacher absences and same day call-ins creates challenges when trying to find substitute coverage for classrooms.





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

Performance Objective 2: In 2023-2024, 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

Strategy 1 Details	Reviews			
Strategy 1: Implement the District Professional Development Plan with an emphasis on improving the level of pedagogy in core subject classrooms and principal leadership development. Strategy's Expected Result/Impact: By the end of the school year, all instructional staff will complete the appropriate year of their professional develop pathway in accordance with T-TESS and P-TESS Dimension 4.3. Staff Responsible for Monitoring: Asst. Superintendent of Secondary Academics - Results Driven Accountability - Equity Plan Problem Statements: District Processes & Programs 10 Funding Sources: Professional Development Speakers, Conferences - 282-ESSER III - \$205,219, Professional Development - 289 - Title IV, Part A - \$19,382, Professional Development - 255 - Title II, Part A - \$138,171, Professional Development Supplies - 255 - Title II, Part A - \$1,000, Professional Development Supplies - 282-ESSER III	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide curriculum documents for K-12 core classes that organize TEKS into units of study and offer guidance for sequencing and pacing. Strategy's Expected Result/Impact: Revision of the curriculum documents in the curriculum management plan timeline will be at 100% complete. Staff Responsible for Monitoring: Deputy Superintendent of Curriculum, Instruction, & Assessment All content area coordinators/specialists Problem Statements: Student Learning 3, 4, 5	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: New to the district K-3, PreK, and 4th grade 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. 56% of grade 3 students will perform at Meets Grade Level on the STAAR reading. Staff Responsible for Monitoring: Assistant Superintendent of Elementary Academics: Language Acquisition and Early Childhood Results Driven Accountability Problem Statements: Student Learning 5	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Early childhood support personnel will receive updated training to enable them to better support early childhood classroom teachers. Strategy's Expected Result/Impact: 65% or more of students in grades 1-3 will demonstrate a minimum of one year of growth using the Star Renaissance screener. 56% of grade 3 students will perform at Meets Grade Level on the STAAR reading. Staff Responsible for Monitoring: Assistant Superintendent of Elementary Academics: Language Acquisition and Early Childhood Problem Statements: Student Learning 5	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: The Coordinator of Federal Programs will convene the Programs Advisory Council along with the Asst. Supt. of Curriculum and Compliance and 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: Student Learning 1, 2, 3, 4, 5	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: Brazosport ISD graduates are below the state level of performance for College Readiness as evidenced by SAT, TSI, and AP results. This is especially true for African American and Special Education students. **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. This includes communication with families.

Problem Statement 2: First-generation students may struggle to find the support needed to access and succeed in their post-secondary education. **Root Cause:** A lack of a comprehensive plan and systematic process to support first-generation college-bound students that help to transition successfully from high school including dual credit to college and helps them to identify areas they may be able to succeed.

Problem Statement 3: Sub population performance in math is inconsistent. **Root Cause:** Implementation of best practices is inconsistent across campuses and classrooms.

Problem Statement 4: Math computation persists as a weakness across grades. **Root Cause:** Foundational gaps are exacerbated by a lack of time in the classroom and emphasis on technology.

Problem Statement 5: STAR Ren secondary data indicates less growth than younger grades. **Root Cause:** Students are not gaining the foundational reading skills in the 3rd through 12th grade due to a lack of authentic literacy opportunities and consistency in implementing the workshop model which is often due to lack of time in the classroom and emphasis on technology.

District Processes & Programs

Problem Statement 10: Underdevelopment of professional development options for all staff throughout the school year. **Root Cause:** Unclear/vague requirements from the state provide minimal guidance for shaping PD Pathways for all staff.

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$5,604,623.00

Total FTEs Funded by SCE: 5

Brief Description of SCE Services and/or Programs

State Compensatory Education funds include a District Reserve and Campus Allocations to provide supplemental support for the regular educational program and students at-risk. These programs and services provide extra learning opportunities, tutorials, Summer School/Summer School Now (HB 4545), intervention, dyslexia support, supplemental personnel support, and supplemental supplies and materials. These funds also support or DAEP and AEP campus programs.

Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>FTE</u>
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

1.1: Comprehensive Needs Assessment

The comprehensive needs assessment was conducted during the spring of 2023. 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 2022-2023 school year and to determine problem areas and their root causes that needed to be addressed in 2023-2024. Those teams then prepared presentations that were delivered to the DEIC and appropriate stakeholders on May 4, 2023. 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 2023-2024 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.

2.1: Campus Improvement Plan developed with appropriate stakeholders

The campus improvement plans are developed as a collaborative effort of the CEIC and appropriate stakeholders. The plans are housed in Plan4Learning and aligned with the appropriate State Compensatory Education and if applicable, Title I allocations. The Plans are actively used by the campus and for processing of expenses tied to the plan. The plans are presented to the Board in early Fall and translated into English and Spanish and then posted on the Campus Websites and the District Website..

2.2: Regular monitoring and revision

Monitoring of the District and Campus Plans is conducted through Plan4Learning 4 times a year (November, January, March and June) and progress toward goals and strategies are assessed at those times.

2.3: Available to parents and community in an understandable format and language

The District and Campus Improvement plans are available in English and Spanish and published to the District and Campus Websites for easy access to stakeholders. These plans are available to be translated in other languages per translation procedures request.

2.4: Opportunities for all children to meet State standards

Brazosport has 5 Goals for the District and strategic aligns Campus and District Improvement Plans to meet these goals. Each Goals has the intended outcome of the Mission of Brazosport ISD which is to graduate each student to be future ready...

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

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

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

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.

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

Performance Objectives and Strategies are aligned to each goal to ensure the outcome of that goal.

2.5: Increased learning time and well-rounded education

Title I, Title III, Title IV, and State Compensatory funds provide opportunities for tutorials, Summer School and School School NOW, credit recovery, as well as our Alternative Education Center provide a wide variety of opportunities for increased learning time. Students also have available to them a wide variety of opportunities to participate in and excel in the fine arts, athletics, STREAM, Dual Credit, Career and Technical courses and community interactions. Title IV funds are specifically allocated to support a well-rounded education and do so by enhancing opportunities for College Prep, content area support, technology professional development, and Health and Safety Specialists to support a safe learning environment. .

2.6: Address needs of all students, particularly at-risk

Goal 1, Performance Objective 4 includes several strategies that address the learning needs of all students, particularly those students who are at-risk of dropping out of school.

3.1: Annually evaluate the schoolwide plan

District and Campus Plans are evaluated 4 times and year within Plan4learning. Campus Plans are also evaluated with their appropriate stakeholders and the Program Evaluation is stored in Title I Crate. The District Improvement Plan evaluation is reported to the Board by the Assistant Superintendent of Compliance and Data Quality.

4.1: Develop and distribute Parent and Family Engagement Policy

Please see TitleIcrate for the following documentation.

4.2: Offer flexible number of parent involvement meetings

Please see TitleIcrate for the following documentation.

5.1: Determine which students will be served by following local policy

Brazosport ISD does not have any Targeted Assistance campuses.

Title I Personnel

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

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		\$503,636.00
Sub-Total					\$503,636.00
Budgeted Fund Source Amount					\$503,636.00
+/- Difference					\$0.00
Local 24 - State Comp					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	6	SCE Funds to Campus Non-Title		\$63,651.00
Sub-Total					\$63,651.00
Budgeted Fund Source Amount					\$63,651.00
+/- Difference					\$0.00
Local 24 - State Comp Personnel					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	8	District At-Risk Coordinator		\$85,000.00
4	2	6	Interventionists		\$1,086,800.00
4	2	6	Truancy Officers		\$160,000.00
4	2	6	High School Credit Recovery Teachers		\$386,800.00
4	2	6	Campus Content Specialists		\$594,575.00
Sub-Total					\$2,313,175.00
Budgeted Fund Source Amount					\$1,880,636.00
+/- Difference					-\$432,539.00
Local 30-State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	6	SCE funds to Campuses-Schoolwide		\$211,349.00
Sub-Total					\$211,349.00
Budgeted Fund Source Amount					\$211,349.00
+/- Difference					\$0.00

Local 30-State Comp Ed Personnel					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,700,000.00
+/- Difference					\$1,700,000.00
Local 26 State Comp Ed (BSA)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	3	Supplies and Materials - Brazos Success Academy		\$126,351.00
Sub-Total					\$126,351.00
Budgeted Fund Source Amount					\$126,351.00
+/- Difference					\$0.00
Local 26 - State Comp Personnel (BSA)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	3	Personnel-Brazos Success Academy		\$1,119,000.00
Sub-Total					\$1,119,000.00
Budgeted Fund Source Amount					\$1,119,000.00
+/- Difference					\$0.00
Local 99 - (BSA)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	3	Supplies, Materials and Personnel		\$6,300.00
Sub-Total					\$6,300.00
Budgeted Fund Source Amount					\$6,300.00
+/- Difference					\$0.00
Local 28 - Disciplinary AEP State Comp (LLC)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	9	Supplies and Materials Lighthouse Learning Center		\$50,000.00
Sub-Total					\$50,000.00
Budgeted Fund Source Amount					\$50,000.00
+/- Difference					\$0.00

Local 28 - Disciplinary AEP State Comp Pers (LLC)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	9	Lighthouse Learning Center (LLC) Personnel		\$1,200,773.00
Sub-Total					\$1,200,773.00
Budgeted Fund Source Amount					\$1,200,773.00
+/- Difference					\$0.00
Local 99 (LLC)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$16,262.00
+/- Difference					\$16,262.00
Local 11- LLC					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,400.00
+/- Difference					\$1,400.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	6	Traditional Communities in Schools Model Program @ Velasco, Lanier, Rasco, FIS and Partial FES		\$60,000.00
4	2	6	Contracted Services		\$200,000.00
4	2	6	Supplemental Instructional Programs, resources and professional development allocated to campuses to support closing learning gaps		\$2,173,444.00
Sub-Total					\$2,433,444.00
Budgeted Fund Source Amount					\$2,264,395.00
+/- Difference					-\$169,049.00
889 - Federal Programs Reservation (Title I)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	5	McKinney-Vento Resources/Supplies to meet needs of identified students	211.**.6***.00.***.**	\$3,000.00
4	2	6	22-23 Title I, Part A Indirect Cost Total		\$100,416.00

889 - Federal Programs Reservation (Title I)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	6	Professional Development and District Travel		\$1,000.00
4	2	6	Director State and Federal Programs (50%)	211.21.6119.00.889.24	\$66,615.00
4	2	10	Supplies and Resources		\$4,186.00
Sub-Total					\$175,217.00
Budgeted Fund Source Amount					\$301,460.00
+/- Difference					\$126,243.00
255 - Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	6	Title II, Part A Indirect Cost Rate		\$16,041.00
4	2	10	Private Non-profit OLQP		\$6,120.00
4	2	10	Private Non-profit BC		\$10,506.00
5	2	1	Professional Development Supplies		\$1,000.00
5	2	1	Professional Development		\$138,171.00
Sub-Total					\$171,838.00
Budgeted Fund Source Amount					\$155,212.00
+/- Difference					-\$16,626.00
255- Title II, Part A Personnel					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Literacy Specialist	255.13.6119.00.889.24	\$77,042.00
1	2	2	Math Curriculum Specialist	255.13.6119.00.889.24	\$77,489.00
4	2	6	Dean of Instruction		\$101,658.00
Sub-Total					\$256,189.00
Budgeted Fund Source Amount					\$256,189.00
+/- Difference					\$0.00
263 - Title III, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Imagine Learning Language and Literacy Licenses		\$20,000.00
1	4	6	Contracted Services		\$7,000.00
1	4	6	Teacher Professional Development		\$15,812.00
1	4	6	Classroom Supplies		\$3,581.00

263 - Title III, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	7			\$6,000.00
1	4	8	Read 180 Licenses		\$13,179.00
4	2	3	Parent and Family Engagement		\$2,996.00
4	2	3	Program Administrator Travel		\$2,904.00
4	2	3	Title III, Part A Indirect Cost		\$5,759.00
4	2	3	Parent Staff Development		\$500.00
4	2	3	Classroom Supplies		\$3,581.00
4	2	10	PNP-OLQP		\$1,224.00
Sub-Total					\$82,536.00
Budgeted Fund Source Amount					\$80,595.00
+/- Difference					-\$1,941.00
263 - Title III, Part A Personnel					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	3	TBD Personnel		\$29,355.00
4	2	3	Parent and Family Liaison PCN 14278		\$31,475.00
Sub-Total					\$60,830.00
Budgeted Fund Source Amount					\$67,100.00
+/- Difference					\$6,270.00
289 - Title IV, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	PSAT/ACT/Academic Assessment/PSAT		\$6,200.00
2	2	6	VOCA Community in Schools	289.32.6299.00.889.24	\$20,000.00
4	2	6	Title IV, Part A Indirect Cost Amount		\$7,980.00
4	2	6	Training and materials to support the effective use of technology		\$4,382.00
4	2	10	PNP-BC		\$5,253.00
4	2	10	PNP-OLQP		\$3,060.00
5	2	1	Professional Development		\$19,382.00
Sub-Total					\$66,257.00
Budgeted Fund Source Amount					\$61,875.00
+/- Difference					-\$4,382.00

289- Title IV, Part A Personnel					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	PSAT Prep Program Tutorials		\$7,800.00
2	1	1	Health and Safety Specialists (4)		\$135,000.00
Sub-Total					\$142,800.00
Budgeted Fund Source Amount					\$142,800.00
+/- Difference					\$0.00
224 - IDEA B					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	2	Personnel, Supplies and Materials		\$2,639,201.00
Sub-Total					\$2,639,201.00
Budgeted Fund Source Amount					\$2,639,201.00
+/- Difference					\$0.00
225 - IDEA B Preschool					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	1			\$74,242.00
Sub-Total					\$74,242.00
Budgeted Fund Source Amount					\$74,242.00
+/- Difference					\$0.00
244 - Carl Perkins					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	CTE Specialist		\$0.00
1	3	3	Supplementals and Materials for CTE		\$0.00
4	2	6	Supplies and Materials CTE Programs		\$122,641.00
Sub-Total					\$122,641.00
Budgeted Fund Source Amount					\$122,641.00
+/- Difference					\$0.00
282-ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	4	BISD Summer Academy Personnel		\$0.00
1	4	4	BISD Summer Academy Supplies and Materials		\$0.00
2	1	1	Campus Safety Specialists		\$0.00

282-ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	6	Pre-Award Costs		\$0.00
2	1	6	Hand Sanitizer		\$0.00
2	1	8	Prevention Specialist		\$0.00
2	1	9	LLC KEYS Teacher		\$0.00
2	1	9	LLC Intervention Teacher		\$0.00
2	2	1	Character Education Curriculum		\$0.00
2	2	1	Character Education Coaches (3)		\$0.00
2	2	7	Boys and Girls Club	282.31.6299.30.999.24	\$0.00
2	2	8	LLC Transition Specialist		\$0.00
2	2	8	At-Risk Coordinator assigned to BSA		\$0.00
4	2	2	SPED Personnel (1 paraprofessional) (9.5 Teachers)		\$0.00
4	2	3	ESL Certification Stipend		\$0.00
4	2	3	Coordinator of Language Acquisition		\$0.00
4	2	6	Supplemental Instructional Programs and Resources to Support Closing Learning Gaps	282.11.6399.36.999.11	\$878,057.00
4	2	6	Coordinator of Instructional Technology		\$0.00
4	2	6	Secretary for Curriculum Coordinators		\$0.00
4	2	6	Library Paraprofessionals		\$0.00
4	2	6	Coordinator of Instructional Materials		\$0.00
5	1	5	Attract and Retain Stipend		\$1,375,000.00
5	1	6	Professional Learning Coordinator		\$0.00
5	2	1	Professional Development Supplies		\$0.00
5	2	1	Professional Development Speakers, Conferences		\$205,219.00
Sub-Total					\$2,458,276.00
Budgeted Fund Source Amount					\$3,978,187.00
+/- Difference					\$1,519,911.00
CJD Youth Intervention Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	6	Criminal Justice Grant 23-24	278	\$67,245.00
Sub-Total					\$67,245.00

CJD Youth Intervention Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$67,245.00
+/- Difference					\$0.00
206-TECHY (Homeless) Grant 23.24 funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	5	Personnel		\$51,600.00
4	2	11	McKinney Vento Student Advocate		\$0.00
Sub-Total					\$51,600.00
Budgeted Fund Source Amount					\$51,600.00
+/- Difference					\$0.00
278-ARP Homeless I TECHY Supplemental 23.24 funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	9	McKinney Vento Student Advocate		\$60,226.00
4	2	11	McKinney Vento Specialist		\$0.00
Sub-Total					\$60,226.00
Budgeted Fund Source Amount					\$60,226.00
+/- Difference					\$0.00
280-ARP Homeless II 23.24 available funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	8	Supplies, Materials, Travel (educational field trips), tutorials, Indirect Costs		\$15,854.00
2	2	9	McKinney Vento Program Specialist/Program Costs		\$78,700.00
4	2	11	McKinney Vento Program Specialist		\$0.00
Sub-Total					\$94,554.00
Budgeted Fund Source Amount					\$94,554.00
+/- Difference					\$0.00
Grow Your Own Pathway 1 Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$58,500.00
+/- Difference					\$58,500.00

Grow Your Own Pathway 2 Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$110,885.00
+/- Difference					\$110,885.00
888 Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	10	Nine Behavior Technicians		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$43,777.00
+/- Difference					\$43,777.00
Local IMA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$87,553.00
+/- Difference					\$87,553.00
Grand Total Budgeted					\$17,597,595.00
Grand Total Spent					\$14,551,331.00
+/- Difference					\$3,046,264.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the District Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Decision-Making and Planning Policy Evaluation	Ron Redden	7/17/2023	Ron Redden	10/16/2023
Recruiting Teachers and Paraprofessionals	Kristi Kirschner/Richard Yoes	5/4/2023	Ron Redden	10/16/2023
Post-Secondary Preparedness	Brian Cole	5/4/2023	Ron Redden	10/16/2023
Dropout Prevention	Julie Engelking	10/28/2023	Ron Redden	10/16/2023
Dyslexia Treatment Program	Lorin Furlow	8/4/2023	Ron Redden	10/16/2023
Child Abuse and Neglect	Allison Jasso	6/30/2023	Ron Redden	10/16/2023
Coordinated Health Program	Molly James	4/27/2023	Ron Redden	10/16/2023
Student Welfare: Discipline/Conflict/Violence Management	Amy Pope	7/27/2023	Ron Redden	10/16/2023
Student Welfare: Crisis Intervention Programs and Training	Allison Jasso	6/30/2023	Ron Redden	10/16/2023
Bullying Prevention	Amy Pope	10/31/2022	Ron Redden	10/16/2023
Pregnancy Related Services	Julie Engelking	6/30/2023	Ron Redden	10/16/2023
Texas Behavior Support Initiative (TBSI)	Amy Pope	10/21/2022	Ron Redden	10/16/2023
Technology Integration	Monty Burger	5/4/2023	Ron Redden	10/16/2023
Disciplinary Alternative Education Program (DAEP)	Jay Whitehead	6/15/2023	Ron Redden	10/16/2023
Job Description for Peace Officers, Resource Officers & Security Personnel	Kristi Kirschner	4/7/2023	Ron Redden	10/16/2023