Bryan Independent School District

District Improvement Plan

2017-2018

Mission Statement

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

Vision

Children First. Always.

Core Beliefs

Core Beliefs:

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

Comprehensive Needs Assessment

Demographics

Demographics Summary

BISD serves over 16,000 students (56% Hispanic, 19% African American, 23% White). A little over 75% of our students are classified as Economically Disadvantaged, 69% as At Risk, 24% as ELL, 9% as SPED, 13% as GT, 5% as Dyslexic, and 2% as Homeless.

Demographics Strengths

Celebrations:

All BISD teaching staff were trained on a half-day PD called "Teaching with Poverty in Mind" in August 2016.

There was a 14.47% decrease in the number of students reported as dropouts on Fall PEIMS 2016-2017 when compared to Fall PEIMS 2015-2016.

Departments, including Migrant, Homeless, C & I, and campuses, work together to conduct quality parent involvement nights.

ELLs in Bryan ISD have a higher attendance rate than the state and the region.

Problem Statements Identifying Demographics Needs

Problem Statement 1: At least 2/3 of the BISD staff lack an awareness of HOW poverty affects learning and behavior and as classroom teachers, they do not have the tools and strategies to help reverse those effects.

Problem Statement 2: The disproportionality rate of discretionary DAEP placements of African American students compared to the rate for all students is consistently over 125%.

Student Academic Achievement

Student Academic Achievement Summary

When comparing performance to the state, BISD generally lags behind the state average (as can be seen in the problem statements below). Based on the MOY DRA for this school year, 57% of students in Kindergarten through grade 5 are reading below grade level.

Spring 2017 STAAR/EOC Results		STAAR			STAAR Spanish			STAAR & STAAR Spanish			STAAR Alt 2		
		BISD	STATE	Difference	BISD	STATE	Difference	BISD	STATE	Difference	BISD	STATE	Difference
Reading	3rd	66	72	-6	56	63	-7	65	72	-7	90	88	2
	4th	63	70	-7	53	59	-6	62	70	-8	88	89	-1
	5th*	64	71	-7	83	77	6	64	71	-7	100	91	9
	6th	56	67	-11				56	67	-11	86	89	-3
	7th	63	62	1				63	62	1	100	91	9
	8th*	63	76	-13				63	76	-13	100	91	9
	English 1	45	60	-15				45	60	-15	83	91	-8
	English 2	47	62	-15				47	62	-15	100	93	7
Math	3rd	75	76	-1	53	67	-14	74	76	-2	95	93	2
	4th	70	75	-5	55	57	-2	70	75	-5	96	95	1
	5th*	76	81	-5	39	52	-13	75	81	-6	90	94	-4
	6th	61	75	-14				61	75	-14	95	94	1
	7th	62	68	-6				62	68	-6	100	93	7
	8th*	48	74	-26				48	74	-26	100	89	11
	Algebra 1	67	82	-15				67	82	-15	78	91	-13
Writing	4th	55	63	-8	54	64	-10	55	63	-8	88	89	-1
	7th	62	68	-6				62	68	-6	94	88	6
Science	5th	73	73	0	13	45	-32	72	73	-1	90	94	-4
	8th	61	74	-13				61	74	-13	100	96	4
	Biology	77	85	-8				77	85	-8	94	94	0
Social Studies	8th	48	62	-14				48	62	-14	100	94	6
	US History	90	92	-2				90	92	-2	100	90	10

3rd Gr. Math 2016				3rd Gr. Math 2017			
	Approaches	Meets	Masters		Approaches	Meets	Masters

	Approaches	Meets	Masters		Approaches	Meets	Masters
Bonham	70.5%	30.2%	10.1%	Bonham	78.2%	46.5%	17.6%
Bowen	71.0%	30.7%	12.9%	Bowen	78.8%	40.0%	21.3%
Branch	52.9%	15.7%	6.9%	Branch	63.1%	26.2%	13.6%
Crockett	64.8%	28.2%	16.9%	Crockett	66.7%	29.8%	14.3%
Fannin	57.9%	27.6%	13.2%	Fannin	60.9%	29.0%	17.4%
Henderson	69.9%	30.1%	12.3%	Henderson	77.8%	61.1%	23.6%
Houston	80.0%	42.7%	16.0%	Houston	81.4%	47.5%	27.1%
Johnson	91.4%	61.4%	38.6%	Johnson	87.5%	52.8%	33.3%
Jones	70.6%	32.4%	9.8%	Jones	81.2%	42.7%	18.0%
Kemp	69.2%	24.0%	8.7%	Kemp	72.5%	37.4%	13.2%
Milam	67.0%	29.7%	4.4%	Milam	74.1%	35.8%	18.5%
Mitchell	58.6%	30.0%	5.7%	Mitchell	71.4%	40.0%	15.7%
Navarro	74.2%	37.6%	11.8%	Navarro	82.7%	55.1%	26.5%
Neal	84.7%	47.2%	12.5%	Neal	65.2%	28.1%	10.1%
Ross	56.1%	19.3%	5.3%	Ross	66.15%	36.92%	9.23%

4th Gr. Math 2016				4th Gr. Math 2017			
	Approaches	Meets	Masters		Approaches	Meets	Masters
Bonham	74.3%	30.7%	14.3%	Bonham	75.6%	46.5%	20.5%
Bowen	61.7%	30.0%	8.3%	Bowen	56.9%	24.6%	10.8%
Branch	36.7%	7.8%	3.3%	Branch	62.7%	33.7%	18.1%
Crockett	61.8%	25.0%	16.2%	Crockett	50.7%	20.6%	12.3%
Fannin	71.2%	32.2%	10.2%	Fannin	60.0%	30.8%	20.0%
Henderson	56.3%	13.8%	2.3%	Henderson	73.8%	42.5%	22.5%
Houston	67.7%	27.7%	15.4%	Houston	72.2%	40.3%	23.6%
Johnson	74.4%	40.2%	22.0%	Johnson	89.0%	68.5%	48.0%
Jones	61.3%	33.8%	21.3%	Jones	62.0%	24.0%	11.0%
Kemp	60.3%	34.3%	23.3%	Kemp	73.4%	36.2%	18.1%
Milam	76.8%	39.1%	20.3%	Milam	74.4%	38.4%	20.9%
Mitchell	54.2%	19.4%	13.9%	Mitchell	68.1%	40.6%	15.9%
Navarro	69.6%	25.9%	11.6%	Navarro	76.4%	46.1%	22.5%
Neal	60.7%	23.8%	10.7%	Neal	82.4%	40.5%	10.8%
Ross	75.8%	39.4%	18.2%	Ross	63.1%	23.1%	3.1%

5th Gr. Math 2016 - First Admin Only				5th Gr. Math 2017 - First Admin Only			
	Approaches	Meets	Masters		Approaches	Meets	Masters
Bonham	69.3%	30.7%	11.4%	Bonham	77.5%	30.4%	12.3%

	Approaches	Meets	Masters		Approaches	Meets	Masters
Bowen	72.6%	31.5%	19.2%	Bowen	77.1%	39.3%	13.1%
Branch	41.3%	16.3%	10.0%	Branch	48.8%	15.0%	3.8%
Crockett	65.4%	23.1%	6.4%	Crockett	77.8%	38.1%	14.3%
Fannin	68.3%	34.9%	12.7%	Fannin	74.6%	30.9%	9.1%
Henderson	59.0%	20.5%	9.0%	Henderson	68.8%	21.3%	3.8%
Houston	74.4%	32.9%	15.9%	Houston	92.5%	65.7%	37.3%
Johnson	80.7%	50.0%	20.5%	Johnson	74.7%	43.0%	20.3%
Jones	78.6%	36.6%	14.3%	Jones	80.0%	49.4%	29.4%
Kemp	69.1%	38.2%	7.4%	Kemp	69.9%	28.9%	10.8%
Milam	65.5%	23.8%	8.3%	Milam	82.5%	42.9%	15.9%
Mitchell	57.9%	21.1%	10.5%	Mitchell	72.0%	33.3%	14.7%
Navarro	63.9%	21.7%	10.8%	Navarro	81.3%	39.3%	12.5%
Neal	61.0%	24.7%	7.8%	Neal	72.0%	29.3%	7.3%
Ross	60.9%	34.8%	13.0%	Ross	79.6%	43.2%	20.5%

Math 2016 - Grade 3-5 / Math 2017 - Grades 3-5

	Approaches	Meets	Masters		Approaches	Meets	Masters
Bonham	71.4%	30.6%	12.0%	Bonham	77.2%	41.0%	16.7%
Bowen	68.7%	30.8%	13.9%	Bowen	71.4%	35.0%	15.5%
Branch	44.1%	13.2%	6.6%	Branch	58.7%	25.2%	12.0%
Crockett	64.1%	25.4%	12.9%	Crockett	64.6%	29.1%	13.6%
Fannin	65.2%	31.3%	12.1%	Fannin	64.6%	30.2%	15.9%
Henderson	61.3%	21.0%	7.6%	Henderson	73.3%	41.0%	16.4%
Houston	74.7%	34.8%	15.8%	Houston	81.8%	51.0%	29.3%
Johnson	81.7%	50.0%	26.3%	Johnson	83.5%	54.5%	33.5%
Jones	71.1%	34.4%	14.6%	Jones	74.5%	38.4%	18.9%
Kemp	66.5%	31.0%	12.7%	Kemp	72.0%	34.3%	14.2%
Milam	69.3%	30.3%	10.3%	Milam	76.5%	38.7%	18.7%
Mitchell	56.9%	23.4%	10.1%	Mitchell	70.6%	37.9%	15.4%
Navarro	69.4%	28.5%	11.5%	Navarro	80.3%	46.5%	20.1%
Neal	68.2%	31.3%	10.3%	Neal	72.7%	32.2%	9.4%
Ross	62.5%	29.4%	11.0%	Ross	68.4%	33.3%	9.8%

3rd Gr. Reading 2016 / 3rd Gr. Reading 2017

	Approaches	Meets	Masters		Approaches	Meets	Masters
Bonham	66.7%	41.9%	19.4%	Bonham	80.28%	51.41%	28.17%
Bowen	71.0%	43.6%	22.6%	Bowen	61.25%	37.50%	23.75%

	Approaches	Meets	Masters		Approaches	Meets	Masters
Branch	51.0%	26.5%	10.8%	Branch	46.60%	20.39%	12.62%
Crockett	69.0%	28.2%	12.7%	Crockett	54.76%	22.62%	9.52%
Fannin	48.7%	11.8%	9.2%	Fannin	57.97%	17.39%	11.59%
Henderson	68.5%	28.8%	17.8%	Henderson	75%	48.61%	37.50%
Houston	78.7%	44.0%	28.0%	Houston	74.58%	40.68%	30.51%
Johnson	91.4%	60.0%	41.4%	Johnson	88.89%	62.50%	45.83%
Jones	64.7%	27.5%	14.7%	Jones	65.81%	28.21%	17.09%
Kemp	59.6%	26.0%	11.5%	Kemp	60.44%	27.47%	7.69%
Milam	62.6%	25.3%	13.2%	Milam	49.38%	23.46%	8.64%
Mitchell	70.0%	42.9%	22.9%	Mitchell	78.57%	45.71%	25.71%
Navarro	67.7%	39.8%	20.4%	Navarro	72.45%	32.65%	16.33%
Neal	59.7%	31.9%	13.9%	Neal	49.44%	22.47%	12.36%
Ross	73.7%	36.8%	14.0%	Ross	61.54%	32.31%	20%

4th Gr. Reading 2016				4th Gr. Reading 2017			
	Approaches	Meets	Masters		Approaches	Meets	Masters
Bonham	75.0%	27.1%	12.9%	Bonham	70.1%	40.2%	20.5%
Bowen	71.7%	48.3%	18.3%	Bowen	66.2%	41.5%	26.2%
Branch	44.4%	16.7%	5.6%	Branch	53.7%	24.4%	11.0%
Crockett	73.5%	27.9%	10.3%	Crockett	49.3%	19.2%	12.3%
Fannin	64.4%	25.4%	8.5%	Fannin	43.1%	23.1%	12.3%
Henderson	48.9%	19.3%	8.0%	Henderson	52.5%	31.3%	13.8%
Houston	80.0%	35.4%	13.9%	Houston	72.2%	50.0%	26.4%
Johnson	85.4%	52.4%	28.1%	Johnson	83.6%	61.6%	39.7%
Jones	55.0%	17.5%	2.5%	Jones	46.0%	18.0%	7.0%
Kemp	68.5%	27.4%	13.7%	Kemp	64.9%	26.6%	11.7%
Milam	66.7%	21.7%	8.7%	Milam	65.5%	27.4%	9.5%
Mitchell	72.2%	31.9%	11.1%	Mitchell	75.4%	42.0%	15.9%
Navarro	65.2%	21.4%	8.0%	Navarro	64.0%	23.6%	9.0%
Neal	59.5%	20.2%	9.5%	Neal	67.6%	24.3%	13.5%
Ross	84.9%	48.5%	21.2%	Ross	61.5%	32.3%	16.9%

5th Gr. Reading 2016 - First Admin Only				5th Gr. Reading 2017 - First Admin Only			
	Approaches	Meets	Masters		Approaches	Meets	Masters
Bonham	75.7%	45.0%	20.7%	Bonham	78.8%	41.6%	15.3%
Bowen	83.6%	49.3%	24.7%	Bowen	71.7%	46.7%	21.7%

	Approaches	Meets	Masters		Approaches	Meets	Masters
Branch	55.0%	30.0%	12.5%	Branch	53.1%	23.5%	9.9%
Crockett	61.5%	19.2%	9.0%	Crockett	67.7%	33.9%	23.1%
Fannin	68.3%	34.9%	15.9%	Fannin	50.9%	27.3%	5.5%
Henderson	68.0%	30.8%	11.5%	Henderson	50.0%	21.3%	7.5%
Houston	84.2%	51.2%	24.4%	Houston	72.1%	44.1%	25.0%
Johnson	87.5%	65.9%	39.8%	Johnson	82.3%	54.4%	32.9%
Jones	61.6%	22.3%	6.3%	Jones	54.1%	32.9%	14.1%
Kemp	77.6%	41.8%	11.9%	Kemp	49.4%	20.5%	8.4%
Milam	56.0%	34.5%	7.1%	Milam	76.2%	38.1%	20.6%
Mitchell	59.2%	31.6%	15.8%	Mitchell	65.3%	33.3%	17.3%
Navarro	59.5%	29.8%	14.3%	Navarro	58.0%	30.4%	17.9%
Neal	71.4%	39.0%	10.4%	Neal	59.8%	24.4%	12.2%
Ross	71.7%	41.3%	17.4%	Ross	76.7%	48.8%	16.3%

2016 Reading - Grades 3-5				2017 Reading - Grades 3-5			
	Approaches	Meets	Masters		Approaches	Meets	Masters
Bonham	72.6%	37.9%	17.6%	Bonham	76.6%	44.6%	21.4%
Bowen	75.9%	47.2%	22.1%	Bowen	65.9%	41.5%	23.9%
Branch	50.0%	24.3%	9.6%	Branch	50.8%	22.6%	11.3%
Crockett	67.7%	24.9%	10.6%	Crockett	56.8%	24.8%	14.4%
Fannin	59.6%	23.2%	11.1%	Fannin	50.8%	22.2%	10.1%
Henderson	61.1%	25.9%	12.1%	Henderson	58.6%	33.2%	19.0%
Houston	81.1%	44.1%	22.5%	Houston	72.9%	45.2%	27.1%
Johnson	87.9%	59.6%	36.3%	Johnson	84.8%	59.4%	39.3%
Jones	60.9%	22.8%	8.2%	Jones	56.0%	26.2%	12.9%
Kemp	67.2%	30.7%	12.3%	Kemp	58.6%	25.0%	9.3%
Milam	61.5%	27.5%	9.8%	Milam	62.7%	29.0%	12.3%
Mitchell	67.0%	35.3%	16.5%	Mitchell	72.9%	40.2%	19.6%
Navarro	64.4%	29.8%	13.8%	Navarro	64.6%	29.1%	14.7%
Neal	63.5%	30.0%	11.2%	Neal	58.4%	23.7%	12.7%
Ross	75.7%	41.2%	16.9%	Ross	65.3%	36.4%	17.9%

4th Gr. Writing 2016				4th Gr. Writing 2017			
	Approaches	Meets	Masters		Approaches	Meets	Masters
Bonham	60.0%	22.9%	2.9%	Bonham	50.8%	25.0%	5.5%
Bowen	75.0%	61.7%	20.0%	Bowen	59.4%	34.4%	6.3%
Branch	42.2%	17.8%	0.0%	Branch	41.2%	17.7%	3.5%

Crockett	64.1%	29.7%	7.8%	Crockett	35.6%	11.0%	0.0%
Fannin	57.6%	27.1%	6.8%	Fannin	35.4%	21.5%	4.6%
Henderson	39.5%	16.3%	2.3%	Henderson	32.5%	13.8%	3.8%
Houston	76.9%	44.6%	18.5%	Houston	64.3%	31.4%	10.0%
Johnson	88.9%	55.6%	22.2%	Johnson	78.1%	41.1%	6.9%
Jones	53.1%	19.8%	2.5%	Jones	44.6%	12.9%	0.0%
Kemp	74.7%	31.0%	11.3%	Kemp	67.0%	23.4%	7.5%
Milam	55.7%	28.6%	5.7%	Milam	61.6%	19.8%	3.5%
Mitchell	68.1%	30.6%	19.4%	Mitchell	78.3%	39.1%	11.6%
Navarro	56.3%	21.4%	4.5%	Navarro	64.0%	20.2%	0.0%
Neal	70.2%	34.5%	3.6%	Neal	63.5%	28.4%	6.8%
Ross	70.6%	38.2%	8.8%	Ross	49.2%	21.5%	4.6%

5th Gr. Science 2016				5th Gr. Science 2017			
	Approaches	Meets	Masters		Approaches	Meets	Masters
Bonham	61.0%	24.8%	5.7%	Bonham	71.3%	24.3%	9.6%
Bowen	72.6%	30.1%	5.5%	Bowen	77.1%	42.6%	9.8%
Branch	48.8%	19.5%	4.9%	Branch	72.0%	31.7%	7.3%
Crockett	76.0%	22.8%	2.5%	Crockett	74.2%	39.4%	18.2%
Fannin	69.2%	27.7%	4.6%	Fannin	64.3%	30.4%	12.5%
Henderson	68.0%	21.8%	2.6%	Henderson	77.2%	27.9%	13.9%
Houston	83.3%	41.7%	11.9%	Houston	82.6%	50.7%	26.1%
Johnson	88.5%	52.9%	17.2%	Johnson	95.0%	65.0%	27.5%
Jones	74.3%	30.1%	6.2%	Jones	76.2%	39.3%	21.4%
Kemp	60.9%	20.3%	1.5%	Kemp	48.2%	21.7%	6.0%
Milam	71.1%	24.1%	3.6%	Milam	71.0%	38.7%	14.5%
Mitchell	68.4%	34.2%	10.5%	Mitchell	69.7%	29.0%	9.2%
Navarro	59.5%	23.8%	7.1%	Navarro	62.2%	29.7%	10.8%
Neal	75.0%	39.5%	2.6%	Neal	69.9%	31.3%	7.2%
Ross	56.5%	19.6%	2.2%	Ross	76.1%	39.1%	8.7%

6th Gr. Math 2016				6th Gr. Math 2017			
	Satisfactory	Final	Advanced		Satisfactory	Final	Advanced
Davila	50.0%	15.7%	3.0%	Davila	53.9%	10.2%	2.0%
Long	57.5%	29.8%	9.3%	Long	60.4%	29.2%	11.4%
Rayburn	51.8%	18.3%	4.1%	Rayburn	60.3%	22.7%	4.6%
SFA	71.9%	40.3%	18.2%	SFA	65.9%	38.0%	19.2%

7th Gr. Math 2016

	Satisfactory	Final	Advanced
Davila	52.9%	22.4%	7.6%
Long	57.1%	34.4%	17.1%
Rayburn	48.6%	18.6%	5.1%
SFA	57.9%	31.8%	11.3%

7th Gr. Math 2017

	Satisfactory	Final	Advanced
Davila	57.2%	21.1%	4.1%
Long	56.2%	29.3%	11.8%
Rayburn	53.3%	17.6%	4.5%
SFA	77.3%	42.4%	17.1%

8th Gr. Math 2016

	Satisfactory	Final	Advanced
Davila	51.3%	14.4%	0.0%
Long	50.9%	12.0%	2.1%
Rayburn	44.0%	17.0%	0.5%
SFA	55.1%	17.3%	0.0%
MC Harris			

8th Gr. Math 2017

	Satisfactory	Final	Advanced
Davila	57.6%	16.5%	1.3%
Long	37.9%	10.8%	0.9%
Rayburn	55.9%	20.7%	1.4%
SFA	50.5%	17.3%	1.0%
MC Harris	3.5%	0.0%	0.0%

Algebra 1 2016

	Satisfactory	Final	Advanced
Davila	95.4%	74.4%	34.9%
Long	98.4%	86.1%	55.7%
Rayburn	100.0%	97.4%	76.3%
SFA	98.9%	86.7%	60.0%
BCHS	94.3%	67.0%	34.0%
BHS	53.7%	20.5%	8.2%
MC Harris	46.3%	2.4%	2.4%
RHS	40.4%	7.4%	1.5%

Algebra 1 2017

	Satisfactory	Final	Advanced
Davila	100.0%	80.8%	40.4%
Long	99.2%	88.2%	63.8%
Rayburn	100.0%	100.0%	89.5%
SFA	98.3%	78.3%	50.0%
BCHS	97.7%	56.8%	21.6%
BHS	57.3%	21.3%	7.3%
MC Harris	46.4%	3.6%	0.0%
RHS	55.8%	12.6%	3.1%

Math 2016 - Grade 6 - Algebra 1

	Satisfactory	Final	Advanced
Davila	54.5%	21.8%	6.1%
Long	60.5%	33.8%	15.5%
Rayburn	51.0%	22.4%	7.4%
SFA	66.2%	37.2%	16.2%

Math 2017 - Grade 6 - Algebra 1

	Satisfactory	Final	Advanced
Davila	59.5%	20.7%	5.6%
Long	58.8%	32.1%	15.2%
Rayburn	59.0%	25.0%	8.5%
SFA	70.3%	40.1%	18.5%

6th Gr. Reading 2016

	Satisfactory	Final	Advanced
Davila	50.0%	14.7%	3.5%
Long	54.9%	30.2%	14.9%

6th Gr. Reading 2017

	Satisfactory	Final	Advanced
Davila	47.8%	15.9%	3.3%
Long	58.6%	30.5%	17.9%

	Satisfactory	Final	Advanced		Satisfactory	Final	Advanced
Rayburn	53.8%	21.3%	8.1%	Rayburn	51.6%	15.5%	6.2%
SFA	66.5%	35.1%	16.3%	SFA	60.0%	31.0%	15.2%

7th Gr. Reading 2016 / **7th Gr. Reading 2017**

	Satisfactory	Final	Advanced		Satisfactory	Final	Advanced
Davila	62.1%	27.5%	9.0%	Davila	56.2%	20.1%	8.3%
Long	60.2%	39.2%	19.3%	Long	58.7%	32.2%	18.6%
Rayburn	56.0%	25.0%	9.1%	Rayburn	55.3%	20.1%	8.5%
SFA	59.6%	32.5%	17.4%	SFA	75.5%	44.4%	25.2%

8th Gr. Reading 2016 / **8th Gr. Reading 2017**

	Satisfactory	Final	Advanced		Satisfactory	Final	Advanced
Davila	68.5%	28.6%	7.4%	Davila	66.7%	36.2%	11.0%
Long	71.4%	41.9%	18.0%	Long	59.9%	39.3%	18.1%
Rayburn	65.7%	35.6%	10.0%	Rayburn	63.0%	30.7%	11.2%
SFA	74.1%	38.7%	12.0%	SFA	69.7%	41.3%	20.0%
MC Harris				MC Harris	13.8%	0.0%	0.0%

Reading 2016 - Grades 6-8 / **Reading 2017 - Grades 6-8**

	Satisfactory	Final	Advanced		Satisfactory	Final	Advanced
Davila	60.3%	23.7%	6.7%	Davila	56.4%	23.7%	7.2%
Long	62.0%	37.0%	17.3%	Long	59.1%	33.8%	18.2%
Rayburn	35.8%	17.6%	0.7%	Rayburn	57.1%	22.8%	8.9%
SFA	58.7%	27.6%	9.2%	SFA	68.2%	38.7%	20.0%

7th Gr. Writing 2016 / **7th Gr. Writing 2017**

	Satisfactory	Final	Advanced		Satisfactory	Final	Advanced
Davila	61.4%	29.5%	7.6%	Davila	53.1%	15.1%	0.5%
Long	62.6%	36.2%	10.4%	Long	59.2%	30.7%	6.0%
Rayburn	51.2%	24.8%	3.2%	Rayburn	55.5%	21.0%	3.0%
SFA	54.6%	28.1%	5.7%	SFA	74.8%	39.2%	13.7%

English 1 2016 / **English 1 2017**

	Satisfactory	Final	Advanced		Satisfactory	Final	Advanced
BCHS	85.8%	62.2%	6.8%	BCHS	87.5%	70.1%	11.8%
BHS	44.7%	29.6%	3.6%	BHS	47.4%	31.5%	5.0%
MC Harris	10.4%	1.3%	0.0%	MC Harris	4.6%	3.1%	0.0%
RHS	31.8%	15.2%	0.3%	RHS	37.9%	18.1%	0.9%

English 2 2016

	Satisfactory	Final	Advanced
BCHS	94.7%	81.4%	19.5%
BHS	52.7%	33.9%	5.2%
MC Harris	9.5%	1.1%	0.0%
RHS	40.6%	20.5%	1.2%

English 2 2017

	Satisfactory	Final	Advanced
BCHS	89.7%	72.1%	5.2%
BHS	48.4%	34.8%	3.4%
MC Harris	14.5%	6.0%	0.0%
RHS	39.8%	22.2%	0.5%

English 1 & English 2 2016

	Satisfactory	Final	Advanced
BCHS	89.7%	70.5%	12.3%
BHS	48.2%	31.5%	4.3%
MC Harris	9.9%	1.2%	0.0%
RHS	35.8%	17.6%	0.7%

English 1 & English 2 2017

	Satisfactory	Final	Advanced
BCHS	88.6%	71.1%	8.6%
BHS	47.9%	33.0%	4.2%
MC Harris	10.1%	4.7%	0.0%
RHS	38.8%	20.0%	0.7%

8th Gr. Science 2016

	Satisfactory	Final	Advanced
Davila	64.9%	28.3%	8.8%
Long	56.9%	22.0%	5.5%
Rayburn	65.5%	36.2%	10.6%
SFA	64.9%	37.6%	18.6%
MC Harris			

8th Gr. Science 2017

	Satisfactory	Final	Advanced
Davila	62.6%	29.6%	7.3%
Long	58.0%	35.2%	10.4%
Rayburn	58.1%	25.3%	5.5%
SFA	69.2%	43.9%	19.3%
MC Harris	10.7%	0.0%	0.0%

Biology 2016

	Satisfactory	Final	Advanced
Long	99.0%	94.9%	48.5%
BCHS	97.8%	85.2%	29.6%
BHS	73.9%	41.7%	11.0%
MC Harris	37.0%	3.7%	3.7%
RHS	74.8%	30.2%	5.6%

Biology 2017

	Satisfactory	Final	Advanced
Long	98.0%	90.1%	35.6%
BCHS	95.1%	80.3%	31.2%
BHS	76.4%	48.7%	15.5%
MC Harris	38.9%	0.0%	0.0%
RHS	69.7%	36.3%	6.5%

8th Gr. Social Studies 2016

	Satisfactory	Final	Advanced
Davila	52.9%	18.9%	7.3%
Long	54.9%	27.1%	14.6%
Rayburn	45.5%	19.2%	9.4%

8th Gr. Social Studies 2017

	Satisfactory	Final	Advanced
Davila	51.2%	19.5%	9.3%
Long	45.3%	23.5%	13.3%
Rayburn	43.7%	18.7%	10.7%

SFA	49.5%	20.6%	7.9%	SFA	56.4%	26.3%	11.6%
MC Harris				MC Harris	0.0%	0.0%	0.0%

US History 2016				US History 2017			
	Satisfactory	Final	Advanced		Satisfactory	Final	Advanced
BCHS	98.7%	88.0%	46.7%	BCHS	98.9%	83.2%	41.6%
BHS	92.7%	70.4%	33.8%	BHS	90.9%	65.8%	36.6%
MC Harris	61.6%	22.1%	5.8%	MC Harris	60.0%	20.0%	2.0%
RHS	91.1%	65.0%	32.6%	RHS	89.6%	58.8%	27.8%

Student Academic Achievement Strengths

Celebrations:

SPED Students showing growth on IReady grades (K-6); 73% of the district students have made at least a year's growth in Reading; 57% of the District's students have made at least a year's growth in Math

STAAR Mission Math success @ secondary level - Approx. 48% secondary Resource students passed their unit tests.

Success rate of year-after-exit students is 83% or higher on all tests.

By the middle of the year, 41% of Read 180 students had met their end of year growth goal.

Out of the 30 original students at the Star Academy, 29 are enrolled, and 28 (93%) are on track to be promoted to the 9th grade for the 2017-18 school year.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Bryan ISD tends to perform below the state average on STAAR/STAAR assessments (see data table above)

Problem Statement 2: 45% of students in K-12 did not make 1 years progress in the language acquisition continuum as measured by TELPAS.

Problem Statement 3: 55% of ESL students in 3-8 did not pass Reading STAAR and 79% of ELL students did not pass English I & II EOC

Problem Statement 4: 57% of Kinder-5th students are reading below grade level as measured by 2017 MOY DRA/EDL scores.

Perceptions

Perceptions Strengths

We are implementing a district-wide approach to PBIS with a roll-out at 4-5 campuses in 2017-18, with more to follow. Support will come from the district level PBIS leadership team.

Discipline data integrity score has increased by 14% due to increased awareness with the use of the discipline report card.

We are finishing up year one of the Ginger Tucker Mentor Coordinator Model. We have 60+ trained mentor coordinators at all of our campuses.

Since the implementation of the Aggressive Behavior Placement Guidelines, there has been a decrease in the number of students being sent to DAEP. As of 3/24/17, there is a 51% decrease as compared to the total for 2015-16.

Implementation of the Drug & Alcohol Intervention Program at DAEP has contributed to a 15% decrease in mandatory placements from 2016 to 2017.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: All stakeholders are not working together to efficiently identify students/families that are homeless.

Problem Statement 2: The time spent on non guidance activities is up to 50% more than the state guidelines

Problem Statement 3: The time spent on direct guidance lessons is 20% less than the state guidelines.

Problem Statement 4: There is a 51% increase in discipline categories when comparing 1st 6-weeks to 4th 6-weeks.

Comprehensive Needs Assessment Data Documentation

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

Goals

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

Performance Objective 1: Monitor the implementation of a comprehensive RtI framework that includes an updated district RtI handbook, an electronic data management system (Eduphoria), a system of screening and monitoring to provide structure for accountability and support to improve student achievement.. SP 1.2.2; Board Goal 1.1

Evaluation Data Source(s) 1: 1) Number of students that qualify for Tier II/III interventions at BOY as compared to EOY and universal screener progress for BOY as compared to EOY, 2) percentage of special education referred students who qualify for special education services, 3) percentage of Tier II/III students that show progress when comparing previous year benchmark; STAAR data to current year benchmark; STAAR data. Benchmark data will be analyzed in November and April, STAAR data in June, and number of students qualifying for Tier II/III in June. RtI Coordinator and Director of Special Education will perform the evaluation.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
System Safeguard Strategy 1) Update the RtI and Dyslexia handbook and communicate to the district any updates to the RtI model, screening & identification process, progress monitoring expectations and a multi-leveled prevention system.		Director of C&I District RtI Coordinator Director of Special Education Campus Principals	Campus documentation of RtI process Updated, written RtI Handbook posted in Team Connect Updated, written Dyslexia Handbook posted in Team Connect. Addition of process for dysgraphia identification under 504 Sign in sheets from district training				
System Safeguard Strategy 2) Monitor the implementation of the RtI process and ensure the long term maintenance of the district RtI framework by continuing to build understanding among stakeholders and ensure fidelity in implementation.		Director of C&I District RtI Coordinator Director of Special Education Campus Principals	Academic and behavior interventions, progress monitoring, and RtI meetings for students documented in Eduphoria and eSchool as outlined in district procedures Re-evaluate eSchool process for behavioral interventions Sign in sheets from trainings and DDRT Check in meetings with campus RtI leaders each six weeks				

System Safeguard Strategy 3) Maintain use of a comprehensive RtI framework across the district by ensuring that students who automatically qualify for interventions, as well as those that are identified through screeners receive interventions as appropriate.		Director of C&I District RtI Coordinator Director of Special Education Campus Principals	Academic and behavior interventions, progress monitoring, and RtI meetings for students documented in Eduphoria and eSchool as outlined in district procedures Clarify and provide training on additional literacy interventions Campus schedules for intervention time Progress monitoring data from student interventions				
System Safeguard Strategy 4) Maintain a district data review team to provide support to campuses for students not making adequate progress at the tier three level of intervention.		District RtI Coordinator Director of Special Education	Meetings scheduled Documentation of meeting minutes with recommendations to the campuses on the DDRT form in Eduphoria				
System Safeguard Strategy 5) Provide training and updated intervention information regarding what is available to students by having the RtI team address the individual student skill deficits and then ensure a smooth process for progress monitoring to make adjustments and changes as needed.		Director of C&I District RtI Coordinator Director of Special Education Campus Principals Student Intervention Coordinator Early Childhood Coordinator ELA and Math Coordinators	Check in meeting occur with leadership from each campus each six weeks Literacy intervention training and RtI teams training				
✔ = Accomplished ➔ = Continue/Modify ◑ = Considerable ◔ = Some Progress ⚪ = No Progress ✖ = Discontinue							

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

Performance Objective 2: Increase academic success and develop the English language of ELL students. SP 1.1, 1.2, 1.3; Board goal 1.1, 1.2, 1.3, 1.4, 1.5

Evaluation Data Source(s) 2: Increase academic performance levels of ELLS in TELPAS, STAAR, and EOCs.

Summative Evaluation 2:

TEA Priorities: 2. Build a foundation of reading and math.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
System Safeguard Strategy **Critical Success Factors** CSF 1 1) Monitor and evaluate the continuous implementation of sheltered instruction strategies in elementary and secondary campuses including: Talk Read Talk Write, Seven Steps to a Language Rich Interactive Classroom and What To Know About ELLs in Texas.		Content Coordinators, Bilingual/ESL Department, Instructional coaches, Campus leadership team	Increased use of sheltered instruction practices at both elementary and secondary levels based on walkthrough data. Increase in number of students advancing one or more levels of proficiency in TELPAS from 55% to 60%. Increase in STAAR and EOC scores for all ELLs by 10% growth in each tested grade level and subject.				
Funding Sources: Title III, LEP - $0.00							
System Safeguard Strategy **Critical Success Factors** CSF 1 2) Provide initial and ongoing district-wide training on English Language Proficiency Standards (ELPS) and Proficiency Level Descriptors (PLDs) for administrators and teachers, and monitor implementation.		Director of Bilingual Services, Bilingual/ESL Curriculum Coordinators, ELL Instructional Coaches Campus principal and campus administrative team	Increased use of ELPS and PLDs to guide instruction and meet individual students needs, based on walkthrough data. Increased use of sheltered instruction practices at both elementary and secondary levels, as evidenced by walkthroughs. Increase in number of students advancing one or more levels of proficiency in TELPAS from 55% to 60%. Increase in STAAR and EOC scores for all ELLs by 10% growth in each tested grade level and subject.				

System Safeguard Strategy **Critical Success Factors** CSF 1 3) Provide supplemental professional development for principals, ICs and teachers on instructional strategies for ELLs and monitor implementation.		Director, Bilingual and ESL Bilingual/ESL Curriculum Coordinators, ELL Instructional Coaches Campus principal	Increased understanding by principals and ICs of ELLs needs by using TELPAS and district assessment data in PLCs, faculty meetings, and individual teacher conferences. This will be measured by students' improved scores on TELPAS, STAAR and EOC. Increased use of sheltered instruction practices at both elementary and secondary levels, as evidenced through walkthroughs. Increase in number of students advancing one or more levels of proficiency in TELPAS to 60%. Increase in STAAR and EOC scores for all ELLs by 10%.				
Funding Sources: Title III, LEP - $0.00							
Critical Success Factors CSF 1 4) Evaluate and monitor the LPAC process to ensure ELLs receive proper interventions that enhance instructional opportunities at the elementary and secondary levels.		Director, Bilingual and ESL Bilingual/ESL Curriculum Coordinators, ELL Instructional Coaches Campus principal	Monitor LPAC deadlines and steps for on-time completion of the ELL Classroom Accommodations Form to ensure documentation and implementation of interventions. Increase in number of students advancing one or more levels of proficiency in TELPAS from 55% to 60%. Increase in STAAR and EOC scores for all ELLs by 10% growth in each tested grade level and subject. Increase in number of students successfully exiting Bilingual and ESL services.				
5) Provide ESL preparation courses for teachers, instructional coaches, and administrators to become ESL certified in order to support targeted ESL instruction across the district.		Director and Coordinators	Increase in the number of ESL certified teachers at all levels; elementary and secondary. Increased use of sheltered instruction practices at both elementary and secondary levels. Increase in number of students advancing one or more levels of proficiency in TELPAS from 55% to 60%. Increase in STAAR and EOC scores for all ELLs by 10% growth in each tested grade level and subject.				

6) Meet monthly with the middle school Deans of Instruction and the high school ELL monitors to review student data, plan for appropriate interventions for ELLs, and identify teachers in need of support.		Bilingual/ESL Coordinator MS and HS Instructional Coaches	Decrease in number of ELLs failing one or more classes every six weeks. Decrease the number of ELL dropouts by 1.2%. Increase in number of students advancing one or more levels of proficiency in TELPAS from 55% to 60%. Increase in STAAR and EOC scores for all ELLs by 10% growth in each tested grade level and subject.				
✔ = Accomplished ➡ = Continue/Modify ◕ = Considerable ◕ = Some Progress ⬤ = No Progress ✘ = Discontinue							

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

Performance Objective 3: By implementing strategies to promote increased instructional rigor, students with disabilities will show an increase in academic success by making progress towards the level at or above state and federal requirements. SP 1.1, 1.2, 1.3, 1.2.1; Board goal 1.1, 1.2, 1.3, 1.4, 1.5

Evaluation Data Source(s) 3: Special Education administrators, in conjunction with campus administration, teachers, instructional coaches, and counselors, will monitor passing and retention rates as well as performance on state assessments for special education students grades K-12. All campuses will monitor progress through reviewing state assessment results, transcripts, walkthroughs, iReady data, iLit data, DRA scores, PLC agenda and PEIMS reports.

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
System Safeguard Strategy 1) Implement an elementary resource classroom restructure to allow individualized, differentiated, engaging instruction.		C&I Admin, Campus Instructional Coaches, SPED Instructional coaches and coordinators.	Walkthrough data will indicate the restructure is implemented in 100% of elementary resource classrooms. iReady data will show 100% of students enrolled and accessing the instructional resources provided by the program.				
System Safeguard Strategy 2) Provide, monitor use and evaluate the results of programs for special education classrooms that support literacy development to include iLit (at Secondary), Passport, iReady, LLI, and Guided Reading.		C&I Admin, Campus Instructional Coaches, SPED Instructional coaches and coordinators.	iLit data indicates growth in reading skills as shown by increased Lexile scores. iReady data will show 100% of students enrolled in and accessing the instructional resources provided by the program. DRA scores for special education students indicate that at least 85% of the students show growth toward grade level proficiency.				
System Safeguard Strategy 3) By reviewing PEIMS reports monthly, the department will efficiently assess and identify students with special needs meeting state and federal time lines.		Child Find Specialist, Assessment Coordinator, LSSP Coordinator, Diagnosticians, LSSPs, Speech Therapist	All PLCs have been restructured and personnel adhere to evaluation time lines. 100% of state and federal deadlines are met based on PEIMS and Initial Referral Blue Log review.				
✔ = Accomplished ➡ = Continue/Modify 🟠 = Considerable ⚪ = Some Progress ⚪ = No Progress ✖ = Discontinue							

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

Performance Objective 4: Increase the overall district performance in STAAR by 5 percentage points all subpops. SP 1.1, 1.2, 1.3, 1.1.1, 1.2.1, 1.2.2; Board goal 1.1, 1.2, 1.4

    Evaluation Data Source(s) 4: Review student performance on state assessments.

    Summative Evaluation 4:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
System Safeguard Strategy **Critical Success Factors** CSF 2 1) Work with campuses to design and implement a common, district level data reporting document to monitor and respond with a focus on struggling students.		District Coordinators Instructional Coaches Director of C&I	Increase of 5% approaching grade level as indicated by district assessment data for these sub-pops RtI meeting logs will show intervention documentation for African-American and Hispanic students DBA/Benchmark SE repair spreadsheets will be used to monitor student progress for low performing students				
System Safeguard Strategy **Critical Success Factors** CSF 1 2) Analyze data (i.e.: STAAR, Primary Reading Success Plan Documentation, Benchmarks, & District Assessments) throughout the 2017-18 school year to identify academic areas of growth potential for all student sub-populations.		Associate Supt. of T&L Data Service Teams Director of C&I Asst. Directors of C&I Curriculum Coordinators Instructional Coaches Instructional Data Teams	Instructional Data Team Logs will reflect close monitoring of student progress				

Critical Success Factors CSF 1 3) "Teaching with Poverty in Mind- Part II"- a district-wide training for all teachers on the characteristics and educational needs of students from poverty, will be provided as a part of the August PD for all teachers and instructional teams. The tenets of this training will be embedded in PLCs throughout the school year with the idea of continuing to empower teachers to use what they know about the effects of poverty on learning when designing their lessons. New teachers to BISD will get "Teaching with Poverty in Mind- Part I" as a part of the NTI.	4	Director of Professional Development Director of C&I Director of Bilingual & ESL Content Coordinators Instructional Coaches	Walkthrough data will reflect new classroom practice based on their learning				
System Safeguard Strategy **Critical Success Factors** CSF 1 4) Support the implementation of accelerated remediation and extended day/year learning opportunities (including Summer School) to improve academic performance of students who are in need of additional support.		Principals Director of C&I Content Coordinators RTI Coordinator SPED Director & Coordinators	Provide intervention resources for extended learning opportunities, such as summer school curriculum resources and technology intervention programs such as Think Through Math.				
	Funding Sources: Title I, A - $0.00						

✔ = Accomplished ➡ = Continue/Modify ◔ = Considerable ◷ = Some Progress ⬤ = No Progress ✖ = Discontinue

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

Performance Objective 5: Develop a standard-based system of core instruction guided by a highly aligned curriculum and assessment program that incorporates literacy as a focus throughout the district. SP 1.1.1 , 1.2.1; Board Goal 1.1, 1.2

Evaluation Data Source(s) 5: STAAR Scores indicate a closing gap between BISD data and state data, District wide PD sign-in sheets indicate attendance from all campuses, check in meeting notes indicate focus on instruction and data. Coordinator data shows 100% of teachers on schedule, 100% of high school have access to Edgenuity courses aligned to TEKS, 100% of elementary campuses have writing sample scores in Eduphoria, 100% of secondary campuses have hard copy portfolios, curriculum feedback collected 6 times/year, classroom libraries curated for all Kindergarten classrooms, blueprints indicate 100% alignment to TEKS

Summative Evaluation 5:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
System Safeguard Strategy 1) Implement district vertically aligned curriculum and evaluate based on IC and teacher feedback.		Director of C&I Assistant Directors of C&I Content Coordinators Instructional Coaches	Requests for feedback on curriculum feedback survey sent out each 6 weeks to teachers and instructional coaches. Additionally, ICs will collect input during teacher planning sessions. An updated feedback form exists and is used by teachers across the district. Curriculum posted in Eduphoria Forethought District curriculum will be updated to meet the needs of realignment 7th grade writing curriculum will be published as a stand alone course PreAP 5th grade Math, Science, Language Arts and Social Studies curriculum is written and implemented Walkthrough documentation will show that teachers are following the district curriculum				

2) Create and support the implementation of differentiated curriculum for the Odyssey and INQUIRE programs.		Director of C&I Assistant Directors of C&I Content Coordinators Instructional Coaches	Published curriculum documents for Math and Science Odyssey and INQUIRE Walkthrough data indicates teachers are using the differentiated curriculum			
System Safeguard Strategy 3) Provide campus level academic and instructional support through the district instructional coaching model supported by content coordinators.		Associate Superintendent of T&L Director of C&I Assistant Directors of C&I Coordinators	All coaches are assigned to support specific campuses based on needs Placement reviews conducted after fall benchmark and as needed based on principal input and data ICs receive training on an update IC Handbook and new ICs receive initial training IC handbook written, revised and posted in TeamConnect Documentation of coaching plans for target teachers provided to coordinators ICs receive training on current district initiatives A time and effort study conducted twice per year to document work activities and monitor adherence to model expectations.			
Funding Sources: Local Funds - District - $0.00, Title II, A - $0.00, Title I, A - $0.00						
System Safeguard Strategy 4) Provide District Based Assessments, Benchmarks, resources and that are tightly aligned to state standards.		Director of C&I Assistant Directors of C&I Content Coordinators Instructional Coaches	Benchmarks assessments are created from released STAAR items DBA blueprints exist and reflect the same state standards as the curriculum DBAs reflect the same focus on Readiness Standards and physical structure as the STAAR assessments			
Funding Sources: Title II, A - $0.00						

System Safeguard Strategy 5) Non-ELA teachers will be trained on literacy strategies to be incorporated into instruction.		Associate Superintendent of T&L Director of C & I Assistant Directors of C&I Content Coordinators Instructional Coaches	Sign in sheets from IC trainer of trainer PD will evidence delivery of training. Dates of campus level trainings are recorded on IC PLC content area agendas				
Funding Sources: Title II, A - $0.00							
6) Train teachers and instructional leaders on district expectations regarding Tier 1 instruction.		Director of C&I Assistant Director of C&I Content Coordinators Instructional Coaches	Training agendas and sign in sheets indicate that ICs review the content area guidelines with core subject teachers District-wide professional development on "Quality First Instruction 1.0 and 2.0" is attended by non-ELA teachers Curriculum Basics handbook is shared as a resource for new teachers and new district leadership during New Teacher Institute Curriculum Basics handbook is updated, revised and in Team Connect Principal check in meeting notes indicate a focus on Tier 1 instruction				
System Safeguard Strategy 7) Train teachers on differentiation strategies with a focus on teacher planning to meet the needs of struggling students and monitoring their progress.		Director of C&I Assistant Directors of C&I Content Coordinators Campus Administrators Instructional Coaches	Content area differentiation strategies workshops delivered by instructional coaches during summer 2017 Differentiation will be included in Quality First Instruction 2.0 Collaborative plans include differentiation				
System Safeguard Strategy 8) Monitor adherence to Master Schedule Time requirements to ensure that all content area TEKS are adequately taught		Director of C&I Assistant Directors of C&I Content Coordinators	The need to adhere to the Master Schedule Time requirements will be included in September principal meeting Data collected during walkthroughs conducted will be discussed with the principals during check-in meetings Lesson plans indicate planning for all content areas				

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System Safeguard Strategy 9) Collect documents for a writing portfolio for each student in grades K -5 that will include a writing piece each six weeks to ensure writing growth.		Associate Superintendent of T&L Director of C&I Assistant Director of C&I Elementary Content Coordinators Principals Instructional Coaches	Scores for samples evaluated using common rubric are entered into Aware K-5 Elementary PLC Sign in sheets evidence portfolio review Hard copies of portfolios exist at campus level				
	Funding Sources: Title II, A - $0.00						
Critical Success Factors CSF 1 10) Provide GT differentiation lessons through the Texas Performance Standards Project at each elementary campus.		Advanced Academics Director Director of Professional Development Campus Administrators Advanced Academics IC	TPSP lessons will be available online by grade level for elementary campuses. Walkthroughs during enrichment times indicate evidence of implementation of Texas Performance Standards Project lessons Training will be delivered to all elementary campuses Monitoring by campus GT Contacts, the Advanced Academics Director, and the Advanced Academics IC				
11) Library Services will curate classroom libraries for all K-4 classrooms in the district. This will include at least 100 books per K-1 and 50 for 2-4 classroom with rotation at minimum of 4 times per year that will support the genre being taught.		Library Program Coordinator Executive Director of Technology Services	All K-4 classrooms in the district will have a classroom library curated by library services, with a minimum of 100 books per classroom in K-1 and 50 for 2-4 classrooms documented in the library management software system, documenting the rotation of materials by classroom				
	Funding Sources: Local Funds - District - $0.00						

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

Performance Objective 6: Increase the level of support provided to at-risk learners by implementing and sustaining programs and strategies aimed at increasing the academic success of these learners. SP 1.1.2, 1.2.1; Board goal 1.1, 1.2

Evaluation Data Source(s) 6: Evaluate student performance (at-risk and involved in program) on standardized assessments as compared to the general population [A baseline needs to be established.]

Staff evaluation data and services provided reports.

Frequent program evaluations

Summative Evaluation 6:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Continue the support of high quality education programs for students enrolled in locally operated detention facilities through the provision of aligned instructional resources and a highly qualified paraprofessional.		Principal, MC Harris School of Choice, Executive Director of HR & Student Services	Academic success reports (including Edgenuity completion/progress reports), six-weeks grade reports, progress reports, and benchmark reports (as applicable) on those served at JJC will be provided to receiving campuses. Paraprofessional evaluation data and services provided documentation.				
2) Provide support services through a Transition Specialist to students who return to a Bryan ISD campus from the local juvenile detention facility. Follow up is provided by student's home campus.		Principal, MC Harris School of Choice, Executive Director of HR & Student Services Campus administration - all campuses	Documentation of support provided -Transition folder showing conferences, scheduling support, and academic support. Academic success reports on those served.				
Funding Sources: Title I, D - $0.00							

3) Provide support services (academic and social) to identified homeless students attending Bryan ISD through referrals from families, individuals, and campuses.		District Homeless Coordinator, Director of School Counselors, Campus Registrars, Campus Homeless Liason	Transportation needs will be identified and provided by the district. Documentation of services provided will be recorded in eSchool. Parent involvement will be documented via sign-in sheets from all parent involvement events. All students who indicate experiencing homelessness on the Student Residency Questionnaire will be referred to homeless services staff. All monitors will receive training on an annual basis, documented through training attendance logs.				
Funding Sources: Title I, A - $0.00, Local Funds - District - $0.00							
System Safeguard Strategy 4) Continue the Star Academy at MC Harris for at-risk middle school students to provide an accelerated curriculum, allow students an opportunity to graduate on time, and prevent dropouts.		MC Harris Administration & Staff, Executive Director of HR & Support Services, Student Intervention Coordinator	Academic and behavior success reports on those served.				
5) Provide support services for students with out-of-class placements due to behavior with intervention programs and services.		Student Intervention Coordinator, Campus Administration, RtI Coordinator	Campus Discipline Committee minutes, records of intervention programs and services (Saturday Diversion, Community Service, Campus Court, RtI behavior progress monitoring, etc.); decrease in out-of-class placements.				
6) Implement transition supports and services to students promoted to high school from the Star Academy at MC Harris.		MC Harris Administration & Staff, Executive Director of HR & Support Services, Student Intervention Coordinator.	Academic and behavior success reports on those served.				
7) Reconstruct and maintain a quality, online credit recovery and initial credit program (Edguenity) to meet all students' needs		Associate Superintendent of T&L Director of C&I Assistant Directors of C&I Content Coordinators Principals	Newly reconstructed Edgenuity Courses will be posted and available for use in Fall 2017 Monitor the number of students completing Edgenuity courses Monitor the number of semester courses completed Implementation of Summer School Now				

8) Maintain a system for placement of students in credit recovery and remediation classes and monitor the progress of students in these programs.		Director of C & I Director of School Counselors	Credit earned through EDGE, completion of EDGE by 6 weeks courses, STAAR repeat tester scores				
			Increase the number of semester courses completed by 2%.				
			Implementation of Summer School Now				

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

Performance Objective 7: Increase the level of support provided to migrant learners, including Priority for First Services (PFS) students, by implementing and sustaining programs and strategies aimed at increasing the academic success of these learners. Board goal 1.1, 1.3, 1.5

Evaluation Data Source(s) 7: Migrant students, including Priority for First Service (PFS) students, will increase their academic performance on District Assessments/Benchmarks/STAAR/STAAR EOC by increasing scores in the following areas:
Reading
Grades 3 to 8 - from the current average of 59% to an average of 75% across the 3 grade levels
High School English I and II EOC - from the current average of 66% to 75% average
Writing
Grade 4 & 7 - from the current 44% to 60%
Math
Algebra 1 - EOC - from the current 69% to 80%

Summative Evaluation 7:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Provide early childhood education for migrant students (3 years old, or older, who are not enrolled in the district) to acquire school readiness skills.		Director of Bilingual Education Coordinator/Recruiter Migrant Services	Increase the number of children participating to 100%, and increase in development and acquisition of pre-literacy skills.				
Funding Sources: Migrant-Title I, C - $0.00							
2) Monitor credit summaries of migrant students and ensure campus systems are in place for credit recovery opportunities (to be applied to graduation requirements), and to include Out of School Youth (OSY).		Director of Bilingual Education Coordinator/Recruiter for Migrant Services High School Principals and High School Counselors	Increase in Graduation Rate or maintain number of students who graduate with their cohort. Increase 1%, from 2.7 to 1.7 . Successful completion of credit recovery courses / Edgenuity credit recovery courses.				
Funding Sources: Migrant-Title I, C - $0.00							
3) Analyze student needs through the disaggregation of migrant student data in order to provide more individualized support to increase academic success (extended day/Saturday tutorials and electronic devices for homework assistance or access to research for high school students and out of school youths).		Director of Bilingual Education Coordinator/Recruiter for Migrant Services	More students passing courses, earning credits, passing district/state assessments, and graduating. Increase 5%, from 80% to 85%				
Funding Sources: Migrant-Title I, C - $0.00							

4) Provide enriching activities to include expansion of opportunities beyond Bryan/College Station; examples: specialized camps, academic camps, educational trips within and out of state.		Director of Bilingual Education Coordinator/Recruiter for Migrant Services	Students are able to participate specifically in Up-Close trips to Washington D.C. and Austin to learn about federal and state government procedures.				
5) Monitor credit summaries of Priority for First Service (PFS) migrant students and ensure campus systems are in place for credit recovery opportunities (to be applied to graduation requirements).		Director of Bilingual Education, Coordinator/Recruiter for Migrant Services, High School Principals, and High School Counselors	Increase in Graduation Rate or maintain number of students who graduate with their cohort. Increase 1%, from 2.7 to 1.7 . Successful completion of credit recovery courses / Edgenuity credit recovery courses.				
6) Analyze student needs through the disaggregation of Priority For First Services migrant student data in order to provide more individualized support to increase academic success (extended day/Saturday tutorials and electronic devices for homework assistance or access to research for high school).		Director of Bilingual Education Coordinator/Recruiter for Migrant Services	More students passing courses, earning credits, passing district/state assessments, and graduating. Increase 5%, from 80% to 85%				
7) Provide enriching activities for Priority for First Services migrant students to include expansion of opportunities beyond Bryan/College Station; examples: specialized camps, academic camps, educational trips within and out of state.		Director of Bilingual Education Coordinator/Recruiter for Migrant Services	Students are able to participate specifically in Up-Close trips to Washington D.C. and Austin to learn about federal and state government procedures.				
✔ = Accomplished ➡ = Continue/Modify ◔ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue							

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

Performance Objective 8: Integrate technology in instructional programs. SP 1.1.1, 1.1.2; Board goal 1.1, 1.2

Evaluation Data Source(s) 8: Integration of aligned technology resources to enhance student mastery of curriculum objectives. Focused instructional technology professional development through iSupport team. Focused support of literacy through instructional technology.

Summative Evaluation 8:

				Reviews			
Strategy Description	**Title I**	**Monitor**	**Strategy's Expected Result/Impact**	**Formative**			**Summative**
				Nov	**Feb**	**Apr**	**June**
1) Monitor technology integration where students are actively engaged in standards-based learning through the implementation of the iSupport Plan and collaboration with the Instructional Coaching staff.		Assistant Director of Instructional Support	Monitor integration of instructional technology in standards-based lessons observed through walkthroughs. Provide and document professional development sessions lead by iSupport members. Conduct survey of iSupport members and their students regarding impact of integration of technology.				
2) Instructional Technology and the iSupport Team will provide resources focusing on building literacy in grades K-5.		Executive Director of Instructional Support, Assistant Director of Instructional Support	Resources will include: video series of excellence use of integration in the classroom, partnering with C&I to coordinate learning walks that include modeling of integrated lessons, and publish list of equipment used in district and how it can best be leveraged to positively impact literacy in the classroom.				
✔ = Accomplished ➡ = Continue/Modify ◔ = Considerable ◕ = Some Progress ⚪ = No Progress ✖ = Discontinue							

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

Performance Objective 9: Use the CTE Excellence Rubric to develop a needs assessment that drives decision making to continuously improve student outcomes in all CTE programs. SP 1.1.1, 1.1.2; Board goal 1.1, 1.2

    Evaluation Data Source(s) 9: CTE Excellence Data.

    Summative Evaluation 9:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Develop and implement strategies to address needs identified by the CTE needs assessment annually.		CTE director	Needs Assessment Data collected and analyzed at the end of the school year.				
✔ = Accomplished ➡ = Continue/Modify ◕ = Considerable ◔ = Some Progress ⚪ = No Progress ✖ = Discontinue							

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

Performance Objective 10: Increase the level of support for all students in implementing and sustaining strategies aimed at increasing the academic success in literacy. Board goal 1.1 1.2

Evaluation Data Source(s) 10: Review student performance on state assessments as well as universal screeners to determine an increase in the success of students' reading ability.

Summative Evaluation 10:

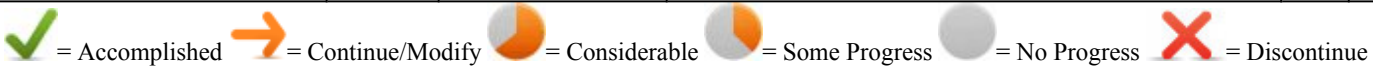| Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
System Safeguard Strategy 1) Provide required literacy trainings on Reader's/Writer's Workshop, Guided Reading, and early reading literacy strategies for all elementary reading teachers and monitor the classroom implementation.		Assistant Director of C&I Elementary C&I Content Coordinators Language Arts Instructional Coaches	All ELA teachers in grades K - 5 will be trained on Guided Reading and early reading literacy strategies Results of DRA/EDL, Reading STAAR scores and benchmark scores will show a 5% increase in students reading on grade level. Results of writing portfolio scores (K - 4) and STAAR Writing scores in 4th and 7th will show a 5% increase in writing proficiency on STAAR from 2016-2017.				
System Safeguard Strategy 2) Provide required literacy trainings on Reader's/Writer's Workshop for 6th - 10th grade language arts teachers and monitor the classroom implementation.		Assistant Director of C&I Elementary C&I Content Coordinators Language Arts Instructional Coaches	All ELA teachers in grades 6 - 10 will be trained on Reader's and Writer's Workshop Implementation of literacy strategies for Reader's/Writer's Workshop will be evident in grades 6th - 10th Assessment data in iLit and Compass will show an increase of 5% of students improving in lexile levels. Results of 7th Writing scores will show a 5% increase in writing proficiency on the STAAR writing test.				

System Safeguard Strategy 3) Monitor and evaluate the implementation of Guided Reading and Reader's/Writer's Workshop and provide coaching support as needed to provide effective literacy instruction in grades Pre-K through 12.		Assistant Director of C&I Elementary C&I ELA Content Coordinators Language Arts Instructional Coaches	Devise walkthrough plan Schedule literacy Blitzes once a semester and complete them Develop coaching plans for reading support for identified teachers by ICs Student reading levels will be monitored to show student progress				
System Safeguard Strategy 4) Monitor and evaluate the implementation of the Primary Reading Success Plan for grades K - 2.		C&I Department Assistant Director of C&I Elementary ELA Content Coordinators Campus Administration	Profile sheets are completed and reviewed at the campus level at BOY, MOY, and EOY testing periods Parent communication will occur at the BOY, MOY and EOY testing periods using district time-line PRSP GPC documentation will be entered into Eduphoria at the EOY PRSP retainees will be monitored as part of a Monitor List in Aware				
System Safeguard Strategy 5) Provide, implement, and monitor the Tier 2 and Tier 3 literacy interventions for Pre-K - 12.		Assistant Director of C&I Elementary C&I Department ELA Content Coordinators RtI Coordinator Campus Administration	Instructional Coaches will provide training to all elementary ELA teachers on literacy interventions Implementation of literacy interventions will be evident during walkthroughs Teachers will keep documentation of intervention progress monitoring of CIRCLE, Istation, LLI/SIL, iLit20, Pathblazer Reading(Compass), System 44, and READ 180				
6) Pre-K curriculum will have a focus on phonemic awareness and the development of fine motor skills for handwriting.		Director C&I Assistant Director of C&I Elementary Early Childhood Coordinator Early Childhood ICs	CIRCLE scores will show a 5% increase in mastery of phonemic awareness as compared to 2016-2017 data. Handwriting Without Tears will be implemented in all Pre-K classrooms as evidenced by walkthroughs Student portfolios will be reviewed by teachers and ICs. Handwriting progress will be evident.				
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Goal 1: Meet the educational needs of every student by continually addressing teaching and learning so all students reach their maximum potential.

Performance Objective 11: Ensure the Fine Arts programs are aligned to state objectives and foster exceptional student performance and accomplishments. Board goal 1.1, 1.2, 4.1, 5.1

    Evaluation Data Source(s) 11: Evaluate UIL scores and compare to like districts.

    Summative Evaluation 11:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Align all Fine Arts courses to 100% compliance with the state adopted TEKS in all classes at all campuses.		Director of Fine Arts	Audit the curricula and lessons from teachers to ensure comprehensive coverage of all TEKS in all classes. Lead teachers will hold monthly content meetings focusing on lesson planning that align to the TEKS.				
2) Increase student performance ratings at all UIL Fine Arts Contests by at least one division over previous year's ratings, unless already earning a "Superior" rating.		Director of Fine Arts	Evaluate scores and compare to previous year's scores to show performance growth.				
3) Ensure that Fine Arts performances and/or displays are present throughout the district, campuses and general community.		Director of Fine Arts	Document and engage in performances throughout the year for their campus, the district, and the general community. Comprehensive fine arts calendar of public performances.				
4) Ensure all Fine Arts teachers have access to and are attending relevant professional development.		Director of Fine Arts	Document attendance at professional development provided by the district or at content specific conferences to ensure all teachers are attending needed PD.				
5) Increase student retention rate by 10% in Fine Arts performing arts courses.		Director of Fine Arts	Analysis of data will show an increase in retention rate over prior years.				
6) Working collaboratively with fine arts teachers, develop a rubric for Fine Arts Measure of Excellence.		Director of Fine Arts	Development of fine arts excellence rubric.				
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Goal 2: Bryan ISD will maintain a high-quality workforce to support student success.

Performance Objective 1: Recruit and retain a diverse, highly qualified workforce. Board Goal 2.1, SP 2

Evaluation Data Source(s) 1: Recruitment of critical area (Bilingual/ESL, LOTE, Math, Science) staff will be staffed at (Bilingual -90%, ESL-90%, LOTE-90%, Math 90%, Science -90%) on July 15 by: increasing the number of employees that help recruit job fairs, increasing the number of job fair visits, sponsoring international teachers through visas, creating two professional job fairs and building community partnership to recruit employees.

Retention evaluation will be determined with data collected through current years PR 1500 report, ethnicity distribution in comparison to staff and students, annual turnover reports and exit surveys.

Summative Evaluation 1:

TEA Priorities: 1. Recruit, support, retain teachers and principals.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Continue partnerships with educator preparation programs by hosting student teachers for critical assignment areas.		Assistant Director of Human Resources	Increase 10 percentage points with partnerships with educator preparation programs.				
Funding Sources: Local Funds - District - $0.00							
2) Aggressively recruit qualified critical assignment areas by using district teacher career fairs, providing employment contract offers starting in January 2018.		Assistant Director of Human Resources	Number of certified teachers hired at District career fairs will increase. Number of employment contract offers signed will increase. Percentage of highly qualified teachers in all core academic assignments will increase. Provide assistance to staff in meeting certification expenses for hard to fill areas as the need is determined by the district.				
Funding Sources: Title II, A - $0.00							

3) Continue to implement and improve the BEST (Bryan's Excellence for Students & Teachers) strategic compensation system for teachers that ensures recruitment and retention of teacher.		Human Resources Department	Number of teachers to receive BEST compensation payments at the end of the 2017 school year (base year). Teacher retention evidence will be measured in Fall 2017 by comparing how many teachers receive the payout and how many teachers were eligible to receive the payout.			
Funding Sources: Local Funds - District - $0.00						
4) Ensure that instructional paraprofessionals at Title I campuses meet the ESSA standard.		Assistant Director of Human Resources	Percentage of highly qualified paraprofessionals will remain at 100%.			
Funding Sources: Title II, A - $0.00						
5) Recruit experienced and qualified applicants reflective of district demographics.		Assistant Director of Human Resources	Increase new hire employee demographics that represent student demographics.			
Funding Sources: Local Funds - District - $0.00						
6) Continue to utilize a part time employee who will serve as a designated recruiter for in-state career fairs. Recruiter will also assist with the BISD career fairs.		Assistant Director of Human Resources	Application pool will increase by 5 percentage points each semester as a result of the recruiter's interactions at career fairs with potential applicants (compared to 2016-17).			
Funding Sources: Title II, A - $0.00						
7) Continue to hire associate teachers to academically impact at-risk campuses.		Human Resources Director of Professional Development	Number of associate teachers that transition to full time teaching positions will remain at 75% or higher by the end of the 17-18 school year.			
8) Recruit and retain qualified substitutes.		Coordinator of Staffing and Substitutes	Number of active substitutes (professional and paraprofessional); 100% of subs will complete state module training; campus identified subs will receive additional training for job performance success. To inform and prepare all substitutes and tutors about professional ethics.			
9) Monitor staffing to insure higher poverty and higher minority campuses are not staffed at a higher rate of inexperienced or non certified teachers.		Human Resources	Analyze Bi-monthly reports of all campus staffing.			
✔ = Accomplished ➡ = Continue/Modify ◑ = Considerable ◐ = Some Progress ⚪ = No Progress ✖ = Discontinue						

Goal 2: Bryan ISD will maintain a high-quality workforce to support student success.

Performance Objective 2: Provide a systemic, job-embedded framework for offering continuous learning opportunities of successful practices that meets the needs of 100% of the district's departments. Teachers and staff will be equipped with the knowledge and skills necessary to increase student achievement. Board goal 2.2 SP 1.2.2; Board goal 1.1, 2.2,

Evaluation Data Source(s) 2: Professional Development offerings will be determined by our students academic needs, and 100% of principal surveys due by spring break, and by 100% of teacher individual PD plans that will be developed with the campus principals by the end of May as a part of the T-TESS appraisal system.

Professional development evaluation will be determined through the number of professional development offerings in Eduphoria, number of participants attending professional development, and evaluations provided by participants in professional development.

Summative Evaluation 2:

TEA Priorities: 1. Recruit, support, retain teachers and principals.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Critical Success Factors CSF 7 1) Provide customized district support to campus professional development programs that increases the effect of Tier 1 instruction (as dictated by campus need). Initial support will be planned from State Assessment Data; ongoing support will be dictated by the needs shared through campus check-in meetings.		Campus Principals Director of Professional Development Director of C&I Assistant Directors of C&I Content Coordinators	Campus master schedule review to determine an amount of collaboration time embedded during the school day. Review of work products generated at collaboration meetings. Walkthrough data collected by both campus and district leaders Align professional development to meet the needs of our teachers and students based on campus check-ins and campus needs. Evidence of district/campus PD initiatives during classroom visits Feedback gathered from Campus Check-in Meetings related directly to PD initiatives at the campus and district levels.				
Funding Sources: Local Funds - District - $0.00							

System Safeguard Strategy **Critical Success Factors** CSF 7 2) Provide continuous PD opportunities for expanding the capacity of all classroom teachers with a goal of increasing student achievement and retaining quality teachers. Primary focus areas in our Professional Development plan will be: New Teacher Induction, PBIS, 7 Steps to Language Rich Classrooms, Gifted & Talented Education, Poverty Training, and Literacy Development.	1, 4	Director of Professional Development Director of Bilingual Education Coordinator for Advanced Academics	Summer Professional Development Catalog Enrollment & Attendance Data Staff enrollment in online asynchronous PD modules throughout the school year Participation in district-provided PD in August for all teaching staff Walkthrough data that is aligned to the T-TESS dimensions Teacher Success as indicated through T-TESS observations and EOY conferences Teacher Retention Data
Funding Sources: Title II, A - $0.00, Title I, A - $0.00			
System Safeguard Strategy **Critical Success Factors** CSF 7 3) Provide targeted professional development that addresses the academic, emotional, and social needs of students. Focus will be on the district initiatives related to Capturing Kids' Hearts, Poverty Training, PBIS, and the 7 Steps to a Language Rich Classroom.	4	Director of Professional Development Director of Bilingual Education Campus Principals	Staff participation in Capturing Kids' Hearts Staff participation in Poverty training Staff participation in PBIS-CHAMPs training Attendance rates of professional development sessions offered by the District Walkthrough and observation data that reflects a change in teacher practice based on the training received (CKH, PBIS/CHAMPs, and Poverty)
Funding Sources: Local Funds - District - $0.00			

Critical Success Factors CSF 7 4) Establish and implement a differentiated professional development plan for BISD staff that includes: Continuous review of course offerings in collaboration with district departments; Continuous development of internal presenters/trainers to lead PD sessions; Framework for evaluating the effectiveness of PD sessions and how well-equipped teachers feel to implement their new learning; Structure for evaluating the teacher's implementation of the training they have received; & a "badging" system to denote the levels of training in which a teacher has participated.	4	Director of Professional Development	Long-range Professional Development plan housed in Team Connect for all staff to access Hours of Professional Development as documented in STRIVE portfolios Workshop surveys Job performance based on observation and walkthroughs Teachers' PD and Goal Setting Plans aligned with T-TESS expectations			

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Goal 2: Bryan ISD will maintain a high-quality workforce to support student success.

Performance Objective 3: Develop leadership systems for building teacher capacity in order to positively impact student achievement.

> **Evaluation Data Source(s) 3:** Leadership development evaluation will be determined through employee surveys, team products, and random agenda audits. Board Goal 2.2

> **Summative Evaluation 3:**

> **TEA Priorities:** 1. Recruit, support, retain teachers and principals.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Critical Success Factors CSF 3 1) Continue to develop and encourage a collaborative learning community that provides professional development and support customized to the leaders' needs. Commitment is to a "grow-your-own" approach through initiatives such as our Instructional Coach model and our Aspiring Principal Academy.	4	Director of Professional Development	Campus leadership will regularly participate in professional learning communities with their teachers. Successful participation in the Aspiring Principal Academy Successful participation in the Rookie Principal Leadership sessions. Instructional focuses in all of our monthly AP PLCs				
Funding Sources: Title II, A - $1,500.00							

Critical Success Factors CSF 7 2) Full implementation of T-TESS, with a focus on equipping campus and district leaders with the skills necessary for building capacity within all teachers. Steps of the implementation process: a) Teacher Training in T-TESS (both initial training & the refresher training) b) Professional Goal-Setting by each teacher in collaboration with his/her appraiser c) Formative walkthroughs conducted throughout the year d) Pre-Conferencing between teacher and appraiser prior to a formal observation e) Formal Observation f) Post-Conferencing between teacher and appraiser following the observation g) Summative Conference with Goal-Setting for the new school year h) Implement a Pilot Project for the Student Growth Measure		Director of Professional Development Campus Principals	Teacher participation in all T-TESS training modules Walkthrough data Observation data Teacher Retention Data				
		Funding Sources: Local Funds - District - $0.00					
Critical Success Factors CSF 7 3) New Teacher Induction Program will be a joint effort between the PD Dept. and the Campus Mentor Coordinators. Each campus has trained Mentor Coordinators who are responsible for their campus NTI program. These Mentor Coordinators will all be trained in the Ginger Tucker New Teacher Induction Model, but their teachers will also be included in the district induction plan which strengthens each teacher's classroom management skills as they relate to working with the student population in Bryan ISD.	2, 4	Director of Professional Development	Participation of new hires in the campus NTI meetings Participation of FYT in the district induction program Feedback from the Mentor Coordinators regarding teacher needs/success Walkthrough data from visits to new teacher classrooms				
		Funding Sources: Local Funds - District - $4,000.00					
4) Implement an innovative staffing model that encourages employee development.		Campus Administration, Director of Professional Development, Human Resources	Implementation of a pilot project at Crockett Elementary that supports kindergarten reading success.				
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Goal 3: Optimize resources and practices to support district goals and student success.

Performance Objective 1: Continue to grow district wide plan for data-driven decision making.

Evaluation Data Source(s) 1: 100% of district departments will have established data validation teams (DVT). Campus data validation teams and instructional data teams meet with consistency for informed decision making.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Create new Data Validation Team agenda items that lead to an increase in non-instructional data awareness.		Director of Data Services	Improved non-instructional data accuracy, evidenced by meeting minutes.				
2) Continue development and implementation of instructional data teams.		Director of AREA, Chief of Staff	Improved student performance, reduction of the number of students in Tier 2, improved Accountability Ratings				
3) Focus Department DVT process on one goal per department.		Director of Data Services	Documented procedures that impact data, improved data as evidenced in meeting minutes.				
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Goal 3: Optimize resources and practices to support district goals and student success.

Performance Objective 2: Utilize technology and software resources to help increase awareness of student progress.

Evaluation Data Source(s) 2: Technology and software will be 100% supported and available, ensuring district staff and community stakeholders have access to necessary tools and data as applicable.

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Implement the Texas Student Data System (TSDS) Dashboard at identified campuses.		Sr. Systems Analyst	TSDS Dashboard configured, functional, pilot campus staff trained so that data can be accessed via the dashboard.				
2) Implement Student GeoCode functionality in eSchool PLUS		Sr. Systems Analyst	GeoCode software installed, configured, and GeoCode address data associated with students				
✔ = Accomplished → = Continue/Modify ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue							

Goal 3: Optimize resources and practices to support district goals and student success.

Performance Objective 3: The district's academic and supplemental programs will be regularly evaluated for effectiveness in improving student performance. SP 1.2, 1.3, 1.2.2, 1.3.1, 1.3.2; Board goal 1.1, 1.2, 1.3, 1.5, 2.2, 4.1

Evaluation Data Source(s) 3: The district will conduct routine evaluations of academic and supplemental programs as indicated in the BISD Program Evaluation Schedule.

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Evaluate the effectiveness of programs in BISD according to the BISD Program Evaluation Process.		Director of AREA	Completion of designated program evaluations as outlined in the BISD Program Evaluation Process.				
2) Bryan ISD coordinate and integrate Title 1A services with other educational services (i.e. preschool programs and services for children with limited English proficiency, disabilities, migratory children, neglected or delinquent children, homeless, immigrant's) to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program	1	Teaching and Learning Directors Coordinator of ESSA & State Comp Ed.	Review of program effectiveness and collaboration between departments and entities				
✔ = Accomplished ➡ = Continue/Modify ◑ = Considerable ◔ = Some Progress ⚪ = No Progress ✖ = Discontinue							

Goal 4: Ensure a culture and climate conducive to high expectations for student behavior to support academic success.

Performance Objective 1: 100% of BISD instructional staff members will receive professional development on supporting topics which must be completed by designated time-line. Board goal 1.1, 2.2

    Evaluation Data Source(s) 1: 100% of BISD instructional staff members will have documented completion of required trainings.

    Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) All staff will complete Drug Awareness Training, Child Find, Employee Handbook, Sexual Harassment, Blood-borne pathogens, Technology Acceptable Usage, Health Emergency Guidelines, BEST module, and Data Security training by September 18, 2017		Executive Director of Admin and HR and Director of Counseling Services	-Eduphoria Reports will provide evidence of staff training -Compliance with state required training of staff				
Funding Sources: Local Funds - District - $0.00, Local Funds - Campus - $0.00							
2) Cultural Differences training: 9 training sessions will be offered during the school year 2017-18		Executive Director of Admin and HR	- Eduphoria Reports to document training - Student Intervention Coordinator & RTI Coordinator will follow up with campus administration for feedback/concerns for further needs to evaluate implementation				
Funding Sources: Grant - $9,000.00							
3) Complete Child Sexual Abuse prevention module: a) September 29, 2017, for all kindergarten through grade 4 teachers, campus principals, and all bus drivers		Human Resources	-Eduphoria reports will provide evidence of staff training -Campus Counselors will meet with campus staff for feedback/concerns for further needs to evaluate implementation				
b) December 29, 2017, for all grade 5 through grade 12 teachers and campus principals c) May 24, 2018, for all remaining school staff		Funding Sources: Local Funds - Campus - $50.00					
4) Complete Mental Health Awareness, including suicide prevention training: Deadline for completing this course is March 2, 2018 for teachers, instructional aides, instructional coaches, counselors, and campus admin. ONLY		Human Resources	-Eduphoria reports will provide evidence of staff training -Campus Counselors meet with campus staff for feedback/concerns for further needs to evaluate implementation.				
✔ = Accomplished ➡ = Continue/Modify ◔ = Considerable ◕ = Some Progress ⬤ = No Progress ✖ = Discontinue							

Goal 4: Ensure a culture and climate conducive to high expectations for student behavior to support academic success.

Performance Objective 2: Attendance rates at 100% of BISD campuses will meet predetermined thresholds each 6 weeks as measured by reports generated by Data Services. These thresholds will be met through the implementation of Truancy Prevention Measures. Board goal 1.2, 1.5

Evaluation Data Source(s) 2: 6 weeks attendance data reports will indicate if predetermined thresholds were met at the campus level, including the annual dropout rate for the district and by each subgroup.

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) With district support, campuses will develop and implement attendance incentive programs customized to meet the needs of their students to positively impact student attendance rates and decrease truancy/dropout rates.		Student Intervention Coordinator, Campus Administrators, Director of Data Services	District attendance goals will be monitored each six weeks using Cognos Attendance Reports demonstrating maintenance or improvement. Elementary campuses with at least 97% attendance rate; Intermediate campuses with at least 96% attendance rate; Middle school campuses with at least 96% attendance rate; High school campuses with at least 95% attendance rate, MC Harris with at least 80% attendance rate.				
Funding Sources: Local Funds - Campus - $6,900.00							
2) With district support, campuses will put procedures in place to support student retention efforts for at-risk students, including re-enrolling students who have dropped out of school.		Student Intervention Coordinator, Drop Out Prevention Specialists, Secondary Campus Administration	A decrease in the annual number of students dropping out of school.				
Funding Sources: Local Funds - District - $1,000.00							
3) With district support, campuses will implement Truancy Prevention Measures to support student attendance and retention efforts.		Student Intervention Coordinator, Campus Administrators, Drop Out Prevention Specialists, Director of Data Services	Campuses will monitor Truancy Prevention Measures at a minimum of each six weeks through Cognos Reports and Campus Attendance Committee Minutes documenting implementation of Truancy Prevention Measures which should demonstrate a decrease in the annual number of students dropping out of school and an increase in attendance rates.				
✔ = Accomplished → = Continue/Modify ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue							

Goal 4: Ensure a culture and climate conducive to high expectations for student behavior to support academic success.

Performance Objective 3: 100% of BISD campuses will continue to implement campus safety committees. Board goal 4.1

Evaluation Data Source(s) 3: All BISD campuses will meet safety and document requirements.

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Each campus will conduct monthly safety drills following district requirements.		District Emergency Operations Coordinator, District Risk Manager, Campus Administration, and Campus Safety Committee Facilitator	Campuses will conduct required monthly safety drills so all involved know what to do in the case of an emergency.				
2) Campus administration will communicate safety procedures and concerns to staff and students.		Campus Administration, Campus Safety Committee Facilitator, District Emergency Operations Coordinator, and District Risk Manager	Communcation with employees upon employment and throughout the school year and students at the beginning of the school year and as needed through curriculum enrichment to increase the safety of staff, students, and visitors.				
Funding Sources: Local Funds - Campus - $100.00							

✔ = Accomplished   ➡ = Continue/Modify   ◓ = Considerable   ◔ = Some Progress   ⬤ = No Progress   ✖ = Discontinue

Goal 4: Ensure a culture and climate conducive to high expectations for student behavior to support academic success.

Performance Objective 4: 100% of BISD campuses will implement activities designed to increase awareness of common matters and issues that affect our students at all grade levels. SP1.1.1,1.1.2; Board goal 1.5

> **Evaluation Data Source(s) 4:** Campuses will provide evidence of activities that increases awareness of common issues impacting students at all grade levels leading to increased numbers of students completing advanced graduation plans, meeting post-secondary readiness, and positively impacting campus-wide discipline.

> **Summative Evaluation 4:**

> **TEA Priorities:** 3. Connect high school to career and college.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			Summative
				Formative			
				Nov	Feb	Apr	June
1) Guidance lesson activities will include: character education information for students, including learning how to respond to stressful situations, taking ownership for their actions and responsibilities; conflict resolution, crisis/suicide prevention and intervention, anger management, age-appropriate dating violence prevention, and pregnancy related information.		Campus Counselors and Director of Counseling Services	Guidance lessons, conducted directly by the School Counselor or through video lesson, will increase awareness of common, age-appropriate issues impacting students.				
		Funding Sources: State Comp - $1,000.00, Local Funds - District - $3,000.00, Grant - $2,000.00					
2) Guidance lesson activities will include activities on cultural differences and anti-bullying, including cyber-bullying, as part of character education to help students increase their acceptance of those with whom they share a school, a community, and the world.		Campus Counselors and Director of Counseling Services	Character education lesson, conducted directly by the School Counselor or through video lesson, will help students increase their acceptance of those with whom they share a school, community, and world.				
3) Campuses will implement activities on drug/alcohol prevention highlighted during Red Ribbon Week to help students take ownership and understand the impact of these substances.		Campus Counselors and Director of Counseling Services, Student Intervention Coordinator	Red Ribbon Week activities will help students take ownership and understand the impact of substance abuse and decrease the number of students sent to DAEP for Drug and Alcohol offenses.				
		Funding Sources: Local Funds - Campus - $100.00, Local Funds - District - $1,000.00					
4) Campuses will guide students to make informed curriculum choices as well as implement activities to increase awareness of college and career readiness, help facilitate the transition from secondary to post-secondary, explanation of the top 10% rule, financial aid awareness, including the Texas Grant Program, and the Teach for Texas Grant Program.		Director of Counseling Services, Campus Counselors and Advise Texas Counselors	Students will gain a better understanding of their choices once they graduate from high school.				
		Funding Sources: Local Funds - Campus - $250.00					

5) The District will collaborate with local agencies to help prepare students for secondary school completion, training, employment, or further education including the Workforce Commission, TAMU, Blinn	Director of CTE, Director of Counseling Services and Director of Curriculum and Instruction	Participation in workforce and Blinn programs, HYPE, 8th Career Fair				
6) Annually offer students the opportunity to provide feedback related to their campus and instructional setting.	Executive Director of Instructional Support	Each campus will have students complete an online student survey annually.				
Funding Sources: Local Funds - District - $15,000.00						
✔ = Accomplished ➡ = Continue/Modify ◐ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue						

Goal 4: Ensure a culture and climate conducive to high expectations for student behavior to support academic success.

Performance Objective 5: 100% of BISD campuses will implement discipline management policies and procedures based on district expectations. Board goal 1.4

    Evaluation Data Source(s) 5: All BISD campuses will provide evidence through the Campus Behavior Management Plan of activities and interventions aimed at positively impacting student discipline. Board goal 1.4

    Summative Evaluation 5:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
System Safeguard Strategy 1) All campuses will implement a Campus Behavior Management Plan and establish a Campus Discipline Committee aimed at positively impacting identified areas of need based on last year's data.		Campus administration, Student Intervention Coordinator, RTI Coordinator, Executive Directors of HR & Administration	6-week reports on campus discipline data, Campus Behavior Management Plans, Campus Discipline Committee meeting minutes and agendas, campus meetings with principals to provide follow-up and support.				
2) All campuses will implement approved, sustainable, positive, and preventative discipline management programs including: CHAMPS and Capturing Kids' Hearts based on input from faculty and staff based on identified campus and district needs. Faculty and staff will be trained on these programs and will communicate to stakeholders the procedures and expectations.		Campus administration, Executive Directors of HR & Administration, Director of Professional Development, Student Intervention Coordinator, RTI Coordinator	6-week reports on campus discipline data, campus meeting with principals to provide follow-up and support.				
3) Selected campuses will implement PBIS. Faculty and staff will be trained on this approach and will communicate to stakeholders the procedures and expectations.		Campus administration, Executive Directors of HR & Administration, Director of Professional Development, Student Intervention Coordinator, RtI Coordinator	6-week reports on campus discipline data, campus meetings with principals to provide follow-up and support.				

= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue

Goal 4: Ensure a culture and climate conducive to high expectations for student behavior to support academic success.

Performance Objective 6: 100% of BISD campuses will implement parent activities designed to increase awareness of common issues that affect their students at all grade levels. Board Goal 5.1

    Evaluation Data Source(s) 6: Campuses will provide evidence of parent activities.

    Summative Evaluation 6:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) The district will conduct PD for campus Parent Involvement coordinators and provide activities, including literacy, that could be used during campus parent involvement sessions and then carried by parents into the home.		Federal Programs Coordinator, Director of School Counseling, Coordinator of Community Engagement, Campus Parent Involvement Coordinators	Increased Parent Involvement activity sessions attendance may result in increased student success				
2) Project Hope will provide parent nights in conjunction of other programs and campuses throughout the school year focusing on both academics and social needs.		Coordinator of Homeless Services, Coordinator of Community Engagement, Director of School Counseling	Parents participating in parent nights will gain a better understanding of programs available to them and tools to help their children be successful in school.				
✔ = Accomplished ➡ = Continue/Modify ◕ = Considerable ◓ = Some Progress ⬤ = No Progress ✖ = Discontinue							

Goal 5: Proactively improve communication and perception of BISD by engaging the students, community and district employees.

Performance Objective 1: Parents and the community members will perceive a positive relationship with the district and its schools as evidenced by data (including but not limited to) from the CSEC rating system and the district disseminated Parent Involvement Survey.
. Board Goal 5; Objective 5.1

Evaluation Data Source(s) 1: The district will score acceptable or above on the Community, Student Engagement and Compliance Rating for Parent and Community Involvement. The majority of parents will agree or strongly agree on questions from the survey related to Climate and Communication.
Data Sources: CSEC data, Parent Involvement Survey data Campuses, District, Coordinator for Federal Programs and Special Services. When will the evaluation be done? Survey-March-April; CSEC-May

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Annually review the district's communications plan to ensure that the plan is current and that District personnel are communicating within the framework of the plan.		Exec. Dir. of Comm. & Public Affairs	100% of campuses following the communication plan.				
2) Annually distribute the Communications Guidelines for Campuses that aligns to the plan for communication.		Exec. Dir. of Comm. & Public Affairs	Communication Guidelines are provided annually to campuses, in alignment with the overall Communications plan. The Guidelines are posted in Team Connect and sent directly as documents to campuses annually.				
3) District-wide events that impact students at multiple campuses will be scheduled on a common calendar that is easily accessible to all staff.		Exec. Dir. of Comm. & Public Affairs	100% of District-wide events are posted on District calendar that is available on the Bryan ISD website.				
4) Broadcast Bryan ISD high school graduation ceremonies live via the Internet and re-broadcast these ceremonies on cable television CH. 16.		Exec. Dir. of Comm. & Public Affairs / Director of Technical Support	Graduation ceremonies broadcast via cable and Internet. / All MC Harris, Bryan Collegiate, Bryan High and Rudder High graduation ceremonies are broadcast live, with live-stream links provided and promoted to the community in advance.				
5) Highlight outstanding efforts and achievements of staff and students: -Recognizing staff at the End-of-Year Program / Convocation -Proactively sharing good news to media/community outlets -Spotlighting accomplishments on the district website -Celebrating teachers of the month -Showcasing amazing students of character SP5.1.2		Superintendent, Exec. Dir. of Comm. & Public Affairs, Campus Administration	Completion of End of Year Program/Convocation, Board Minutes, Publicity in the media, CH. 16 productions highlighting student/staff excellence.				

6) Deploy strategic communications/publications from the District, for example: -District Brochure -Blogs -Video messages -Twitter/Facebook -Written messages -Community forums -Community memberships (Texas A&M University, Chamber of Commerce, Research Valley Partnership, United Way, Rotary, Lion's Club, etc) SP5.2.2		Superintendent, Exec. Dir. of Comm. & Public Affairs	Evidence of written and verbal communication from Communications Office.				
7) Grow likes/followings for, and strategically utilize, the District's Social Media Platforms (Facebook, Twitter, Instagram, YouTube, LinkedIn, WordPress).		Exec. Dir. of Comm. & Public Affairs	Growth year-over year. Weekly use of social media platform throughout the year highlighting student achievement, campus successes, employee excellence and more.				
✔ = Accomplished ➡ = Continue/Modify ◕ = Considerable ◔ = Some Progress ◯ = No Progress ✖ = Discontinue							

Goal 5: Proactively improve communication and perception of BISD by engaging the students, community and district employees.

Performance Objective 2: Create meaningful communication with all stakeholders as evidenced by data obtained from the district disseminated survey and the Parent Involvement Policy review.
. Board Goal 5; Objective 5.1

Evaluation Data Source(s) 2: The majority of parents will agree or strongly agree on questions related to Climate and Communication and Opportunities for Parents. DEIC will review the current District Parent Involvement Policy, provide input, and approve the final policy for the upcoming school year.
Data Sources: Parent Involvement Survey data, Parent Involvement Policy with documented input from all stakeholder groups
Who will conduct the evaluation? Campuses, District, DEIC, Coordinator for Federal Programs and Special Services.
When will the evaluation be done? Survey-March-April; CSEC-May

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Provide a standard parent/community feedback survey that is available in paper form and online. Analyze survey data to identify areas of satisfaction and dissatisfaction of district stakeholders and develop actions to address areas of dissatisfaction.		Director of AREA, Executive Director of Communication and Public Affairs, Coordinator, Federal and Special Services	Standard survey is available in paper form and online and is distributed to campuses.				
2) Work with district employees and parents to develop a written parent involvement policy through DEIC which will be shared with all BISD stakeholders. SP5.1.1		Coordinator, Federal and Special Services	DEIC Meeting Minutes Completed policy and evidence of parent input Published District PI Policy (web)				
3) Provide verbal and/or written information in a form ensuring that communication is delivered in a language parents can understand (including information about district and campus academic performance and expectations).		Exec. Dir. of Comm. & Public Affairs District Administration Campus Administration	Information provided to parents in a form and language that can be understood. Translation devise available for check-out. Website features a translate button to automatically convert pages to Spanish. Materials sent home or used for Blackboard/ParentLink "all calls" are sent through the district's professional translator when time permits.				
Funding Sources: Title I, A - $2,900.00							
4) Annually review social media/media contact guidelines.		Exec. Dir. of Comm. & Public Affairs	Guidelines posted in district repository; document contains current revision date (documents will only be revised if revisions are needed).				

5) Annually communicate the social media guidelines to district personnel, including recommendations throughout the year about "best practices" and ideas for how to deploy social media more effectively.		Exec. Dir. of Comm. & Public Affairs	Distribution of social media guidelines to all employees. Samples of "best practices" e-mails or agendas featuring social media workshop topics at district meetings.				
6) Staff will be trained on the importance of parent involvement strategies and activities		District and Campus Parent Involvement Coordinators	Professional and Para professional training documentation. Increased parent involvement.				
✔ = Accomplished ➡ = Continue/Modify ◕ = Considerable ◔ = Some Progress ⚪ = No Progress ❌ = Discontinue							

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Update the RtI and Dyslexia handbook and communicate to the district any updates to the RtI model, screening & identification process, progress monitoring expectations and a multi-leveled prevention system.
1	1	2	Monitor the implementation of the RtI process and ensure the long term maintenance of the district RtI framework by continuing to build understanding among stakeholders and ensure fidelity in implementation.
1	1	3	Maintain use of a comprehensive RtI framework across the district by ensuring that students who automatically qualify for interventions, as well as those that are identified through screeners receive interventions as appropriate.
1	1	4	Maintain a district data review team to provide support to campuses for students not making adequate progress at the tier three level of intervention.
1	1	5	Provide training and updated intervention information regarding what is available to students by having the RtI team address the individual student skill deficits and then ensure a smooth process for progress monitoring to make adjustments and changes as needed.
1	2	1	Monitor and evaluate the continuous implementation of sheltered instruction strategies in elementary and secondary campuses including: Talk Read Talk Write, Seven Steps to a Language Rich Interactive Classroom and What To Know About ELLs in Texas.
1	2	2	Provide initial and ongoing district-wide training on English Language Proficiency Standards (ELPS) and Proficiency Level Descriptors (PLDs) for administrators and teachers, and monitor implementation.
1	2	3	Provide supplemental professional development for principals, ICs and teachers on instructional strategies for ELLs and monitor implementation.
1	3	1	Implement an elementary resource classroom restructure to allow individualized, differentiated, engaging instruction.
1	3	2	Provide, monitor use and evaluate the results of programs for special education classrooms that support literacy development to include iLit (at Secondary), Passport, iReady, LLI, and Guided Reading.
1	3	3	By reviewing PEIMS reports monthly, the department will efficiently assess and identify students with special needs meeting state and federal time lines.
1	4	1	Work with campuses to design and implement a common, district level data reporting document to monitor and respond with a focus on struggling students.
1	4	2	Analyze data (i.e.: STAAR, Primary Reading Success Plan Documentation, Benchmarks, & District Assessments) throughout the 2017-18 school year to identify academic areas of growth potential for all student sub-populations.
1	4	4	Support the implementation of accelerated remediation and extended day/year learning opportunities (including Summer School) to improve academic performance of students who are in need of additional support.

Goal	Objective	Strategy	Description
1	5	1	Implement district vertically aligned curriculum and evaluate based on IC and teacher feedback.
1	5	3	Provide campus level academic and instructional support through the district instructional coaching model supported by content coordinators.
1	5	4	Provide District Based Assessments, Benchmarks, resources and that are tightly aligned to state standards.
1	5	5	Non-ELA teachers will be trained on literacy strategies to be incorporated into instruction.
1	5	7	Train teachers on differentiation strategies with a focus on teacher planning to meet the needs of struggling students and monitoring their progress.
1	5	8	Monitor adherence to Master Schedule Time requirements to ensure that all content area TEKS are adequately taught
1	5	9	Collect documents for a writing portfolio for each student in grades K -5 that will include a writing piece each six weeks to ensure writing growth.
1	6	4	Continue the Star Academy at MC Harris for at-risk middle school students to provide an accelerated curriculum, allow students an opportunity to graduate on time, and prevent dropouts.
1	10	1	Provide required literacy trainings on Reader's/Writer's Workshop, Guided Reading, and early reading literacy strategies for all elementary reading teachers and monitor the classroom implementation.
1	10	2	Provide required literacy trainings on Reader's/Writer's Workshop for 6th - 10th grade language arts teachers and monitor the classroom implementation.
1	10	3	Monitor and evaluate the implementation of Guided Reading and Reader's/Writer's Workshop and provide coaching support as needed to provide effective literacy instruction in grades Pre-K through 12.
1	10	4	Monitor and evaluate the implementation of the Primary Reading Success Plan for grades K - 2.
1	10	5	Provide, implement, and monitor the Tier 2 and Tier 3 literacy interventions for Pre-K - 12.
2	2	2	Provide continuous PD opportunities for expanding the capacity of all classroom teachers with a goal of increasing student achievement and retaining quality teachers. Primary focus areas in our Professional Development plan will be: New Teacher Induction, PBIS, 7 Steps to Language Rich Classrooms, Gifted & Talented Education, Poverty Training, and Literacy Development.
2	2	3	Provide targeted professional development that addresses the academic, emotional, and social needs of students. Focus will be on the district initiatives related to Capturing Kids' Hearts, Poverty Training, PBIS, and the 7 Steps to a Language Rich Classroom.
4	5	1	All campuses will implement a Campus Behavior Management Plan and establish a Campus Discipline Committee aimed at positively impacting identified areas of need based on last year's data.

District Funding Summary

Local Funds - Campus

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1			$0.00
4	1	3			$50.00
4	2	1	Local Funds $300 per campus		$6,900.00
4	3	2			$100.00
4	4	3			$100.00
4	4	4			$250.00
				Sub-Total	$7,400.00

Local Funds - District

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	3	Coordinator Salaries		$0.00
1	5	11	Funding Sources: Local Funds - District - $82000.00		$0.00
1	6	3			$0.00
2	1	1			$0.00
2	1	3			$0.00
2	1	5			$0.00
2	2	1			$0.00
2	2	3			$0.00
2	3	2			$0.00
2	3	3	First Year Teacher Notebooks ($24/each) for all first year teachers		$4,000.00
4	1	1			$0.00
4	2	2	1,000		$1,000.00
4	4	1			$3,000.00
4	4	3			$1,000.00
4	4	6			$15,000.00

				Sub-Total	$24,000.00

State Comp

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	4	1	Safe and Caring Schools Curriculum		$1,000.00
				Sub-Total	$1,000.00

Title I, D

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	2	Transition Specialist		$0.00
				Sub-Total	$0.00

Title II, A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	3	Coordinator Salaries		$0.00
1	5	4			$0.00
1	5	5			$0.00
1	5	9			$0.00
2	1	2	Certification, Recruitment, Fees		$0.00
2	1	4	Para Training		$0.00
2	1	6			$0.00
2	2	2	Funds for time, resources, travel, registration for Core Content Area PD		$0.00
2	3	1	Administrator's Institute		$1,500.00
				Sub-Total	$1,500.00

Title III, LEP

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Instructional Coaches		$0.00
1	2	3	PD Materials, Travel, Registration		$0.00
				Sub-Total	$0.00

Title I, A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	4	Summer School Staff, Resources		$0.00
1	5	3	Coordinator Salaries		$0.00
1	6	3			$0.00
2	2	2			$0.00
5	2	3			$2,900.00
				Sub-Total	$2,900.00

Grant

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2			$9,000.00
4	4	1			$2,000.00
				Sub-Total	$11,000.00

Migrant-Title I, C

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	7	1			$0.00
1	7	2			$0.00
1	7	3	Student data		$0.00
				Sub-Total	$0.00
				Grand Total	$47,800.00