

**NOTICE**

**This notice is posted pursuant to the Texas Open Meetings Act.  
[TEXAS GOVERNMENT CODE SECTION 551]**

**BRYAN ISD BOARD OF TRUSTEES WORKSHOP**

**Boardroom**

**801 South Ennis Street**

**Bryan, TX 77803**

**Monday, August 5, 2024 – 12:00 PM**

**AGENDA**

**CALL TO ORDER**

**Welcome**

**Citizens' Comments**

**Information Items**

1. Assessment Redesign & Accountability Refresh

2



# Assessment & Accountability Update

August 5, 2024

# 2022-2023 New State Assessment & New Accountability System

## STAAR 2.0

### STAAR/EOC Changes in Summary



#### Structure

Changes to the structure of the assessment and question types.



#### Cut Points

Changes to the cut points and scale scores in the accountability system. (Zone of Uncertainty - TEA)



#### Content

Changes to the content of the assessment, writing is now a component on all assessments.



#### Methodology

Changes to the methodology of the calculations in the accountability system for campuses as well as the district. Districts now have a rating derived based on the number of students enrolled at each campus rather than tests taken.



#### Indicators

Changes to the elements and indicators in the accountability system

**TEA: "It is possible that a campus with an A in 2022 may improve in 2023 and yet receive a B"**

2021-2022  
STAAR 1.0  
Rating of 86 B

2022-2023  
STAAR 2.0  
No Ratings

2023-2024  
STAAR 2.0  
TBD

# Historical Review of State Assessments & Accountability Systems

2021-2022  
STAAR 1.0  
Rating of 86 B

2022-2023  
STAAR 2.0  
No Ratings

2023-2024  
STAAR 2.0  
TBD

Year	Rating	
2017-2018	75	Start of A-F System, Replaced 4 Index System
2018-2019	79	
2019-2020	No Rating	No Ratings due to COVID
2020-2021	NR (84)	No Ratings due to COVID
2021-2022	86	Final Year of STAAR 1.0 and Original A-F System
<b>2022-2023</b>	No Rating	<b>STAAR 2.0 New A-F Rating System</b>
<b>2023-2024</b>	TBD	<b>STAAR 2.0 New A-F Rating System</b>

# Looking Ahead with New Accountability Methodologies

2021-2022  
STAAR 1.0  
Rating of 86 B

2022-2023  
STAAR 2.0  
No Ratings

2023-2024  
STAAR 2.0  
TBD

- Districts and campuses across the State of Texas have been told by TEA to anticipate being rated one letter grade lower than 2022.
- Per the Texas Education Agency, districts and campuses that were
  - rated an A in 2022, expect to be a B under the new system.
  - rated a B in 2022, expect to be a C under the new system.
  - rated a C in 2022, expect to be a D under the new system.

**Texas Education Agency:**  
***“It is possible that a campus with an A in 2022 may improve in 2023 and yet receive a B”***

# Multilayered Plans of Action



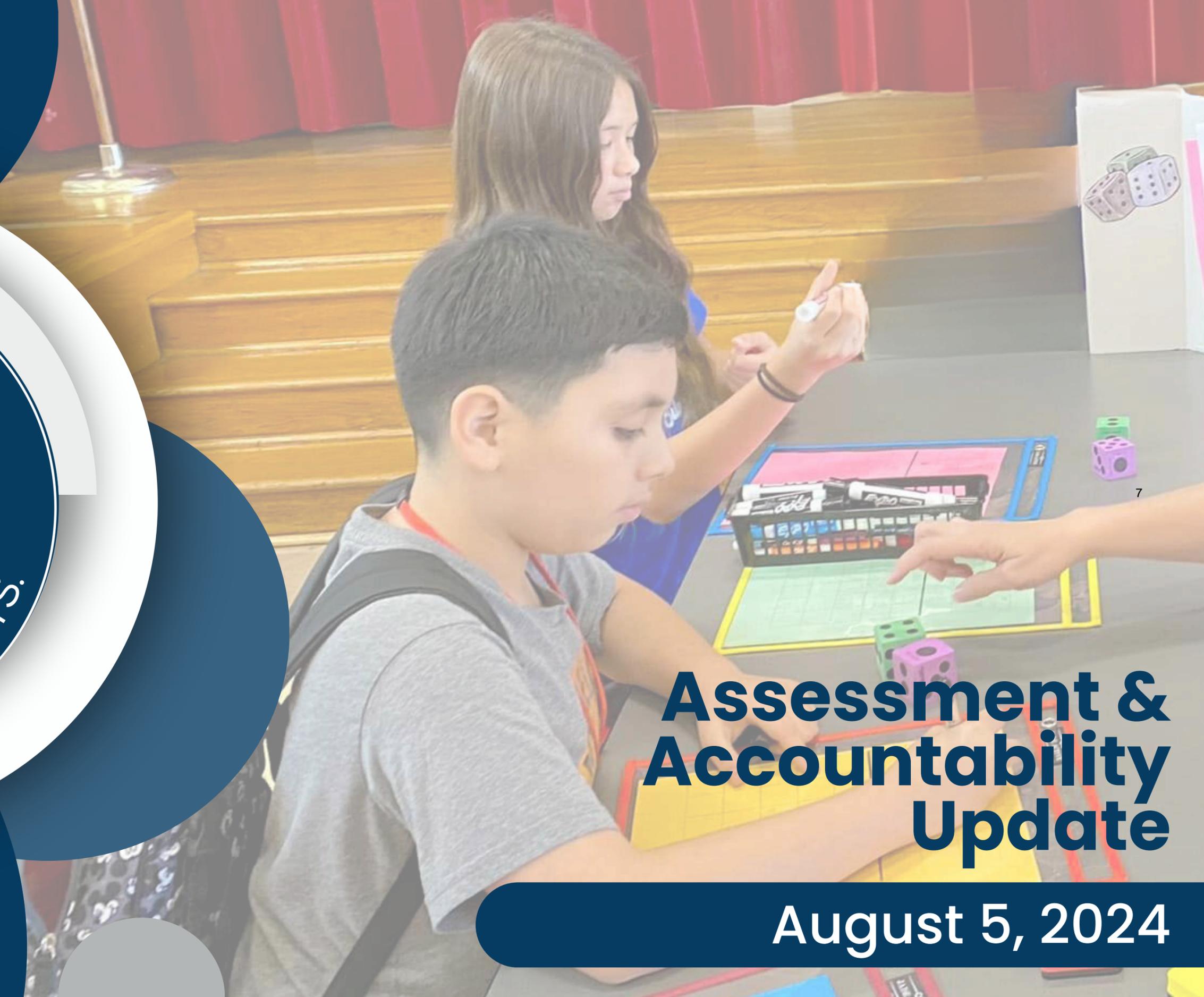
**Curriculum & Instruction**



**Individual Student Needs**



**District & Campus Improvement**



# Assessment & Accountability Update

August 5, 2024

## 2. Human Resources Update on Compensation Structures

9



# HUMAN RESOURCES

## Compensation Structures

August 5, 2024



# Multiphased Approach

January  
2024



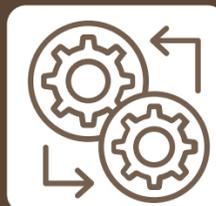
**Pay Equity Review**  
TASB Finding: *"No patterns of administrative pay inequity attributable to dimensions of diversity in Bryan ISD. Current pay procedures focus on measurable criteria."* No legal requirement to make any salary adjustments.

2024 -  
2025



**Pay Systems Holistic Review**  
Evaluate the market to identify competitive pay practices  
Building and aligning competitive pay structures  
Calculate cost estimates

Ongoing



**Pay Maintenance Review**  
Ensure the pay structures stay in alignment  
Adjust pay ranges to maintain a competitive position in the market



# Changes in Methodology

- Districts across the state adjust compensation methodologies in response to the market and the philosophy of the district at that time.
  - Job-Related Experience
    - Only experience in the position being offered or higher is considered in the calculation
  - Total Experience
    - Total experience in education regardless of position is used in the calculation
  - Combination of Total Experience and Job-Related
    - Maximum of 5 years of credit for all teaching experience combined with job-related experience
    - Only applicable to select positions
    - For example: An educator is offered an Assistant Principal position and has 14 years of teaching experience and 2 years as an AP would receive 7 years of creditable service in the compensation calculation.



# Hire-In Schedule

- To remain competitive in the market and retain top talent, the District began with the positions with the highest number of incumbents to bring tighter alignment with compensation.
- **New Methodology for Campus Administration Positions** *(denoted with an \* in the table)*
  - Shifting to a “Hire-In” Schedule for these positions
  - Combines Job-Related and Teaching Experience
  - All future hires in these positions will be hired at the rates published in the compensation manual.
  - The Pay Maintenance Review will ensure that alignment continues as raises are approved by the Board of Trustees and pay structures are adjusted based on market comparisons.

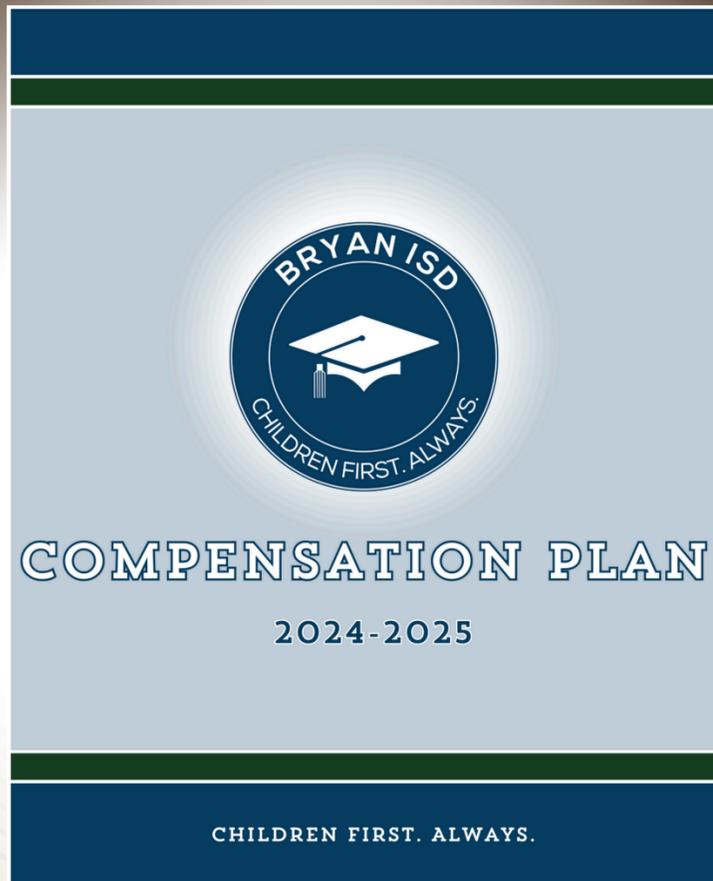
A10	Principal, Elementary*	220
A10	Principal, Intermediate*	226

<b>*HS/MS (A10) Administrator Hire-In</b>			
<b>Credited Yrs**</b>	<b>Daily Rate</b>	<b>Credited Yrs**</b>	<b>Daily Rate</b>
3	\$408	15	\$432
4	\$410	16	\$434
5	\$412	17	\$436
6	\$414	18	\$438
7	\$416	19	\$440
8	\$418	20	\$442
9	\$420	21	\$444
10	\$422	22	\$446
11	\$424	23	\$448
12	\$426	24	\$450
13	\$428	25	\$452
14	\$430	26	\$454

\*\*Elementary/Intermediate Principal (A10) Hire-In Methodology: a maximum of 5 years of credit is given for teaching experience and then combined with each year of job-related experience.

# Compensation Plan

The Bryan ISD Compensation Plan for 2024-2025 is currently posted on the District's website under the Careers section and includes all data tables for district positions.



**BRYAN ISD**  
CHILDREN FIRST. ALWAYS.  
Bryan ISD Compensation Plan

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Bryan, TX 77803

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Last updated 7/24. Information in this document is subject to change. Please contact HR with questions. 2

# Budget & Compensation



Despite statewide budget challenges in Texas public schools, Bryan ISD was positioned to balance the budget; however, the Board and district prioritized remaining competitive with compensation and invested in our employees.

**New Teacher Compensation**

**\$51,000** Base Salary

**\$1,000** Teacher Sign-on Bonus\*

**+ \$2,040** Retention Stipends  
2% Dec. and 2% May

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**\$54,040** Total Compensation

\*Other new employees are eligible for the Dec. and May retention stipends (see note regarding A6 and above paygrades)

**15-Year Returning Teacher**

**\$57,069** Base Salary

**+ \$3,424** Retention Stipends  
2% Sept., 2% Dec. & 2% May

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**\$60,493** Total Compensation

**+ \$3,400-\$29,000** Teacher Incentive Allotment Designated Teacher\*

\*Teachers may become eligible for a TIA Designation through National Board Certification or the Bryan ISD Local Designation System approved by TEA.

**Returning Employees**

**Base Salary**

**+ 6% Retention Stipends\***  
2% Sept., 2% Dec. & 2% May  
Doubled the minimum stipend from \$250 to \$500

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**Total Compensation**

\*Paygrades A6 and above 5%



# HUMAN RESOURCES

## Compensation Structures

August 5, 2024



**ITEMS FOR DISCUSSION AND OR ACTION / CONSENT AGENDA**

1. Consider Approval of the Adoption of Order and Notice of the Board of Trustees Election for November 5, 2024

17

**ORDER and NOTICE OF GENERAL ELECTION**

To the Registered Voters of Bryan Independent School District, Bryan, Texas:

A general election is hereby ordered to be held on November 5, 2024, to elect the Board of Trustees of the Bryan Independent School District Single-Member District Place 4 and At-Large Place 7.

Notice is hereby given that the polling places listed below will be open from 7:00 A. M. to 7:00 P.M. on Tuesday, November 5, 2024, for voting in a general election to elect the Board of Trustees of the Bryan Independent School District.

**LOCATIONS OF COUNTY VOTE CENTERS:**

<b>Number</b>	<b>Vote Center</b>	<b>Address</b>
1	South Brazos County ESD #1	3030 Wingfall Street, Millican
2	College Station Mtg & Tng Facility	1603 Graham Rd, College Station
3	Galilee Baptist Church	804 N Logan Street, Bryan
4	Zion Church of Kurten	977 N FM 2038, Kurten
5	Parkway Baptist Church	1501 Southwest Pkwy, College Station
6	College Heights Assembly of God	4100 Old College Rd, Bryan
7	First Baptist Church - Bryan	3100 Cambridge Dr, Bryan
8	Beacon Baptist Church	2001 E Villa Maria Rd, Bryan
9	Bryan Ballroom	703 Palasota Drive, Bryan
10	Brazos County Election Admin. Office	Ruth McLeod Training Room, 300 E Wm. J. Bryan, Pkwy. Suite 100, Bryan
11	Memorial Student Center – Room 2406 (MSC)	Texas A&M Campus, College Station
12	Lincoln Center	1000 Eleanor, College Station
13	College Station City Hall	1101 Texas Avenue. College Station
14	College Station ISD Admin. Bldg	1812 Welsh, College Station
15	Fellowship Freewill Baptist Church	1228 W Villa Maria Rd, Bryan
16	Castle Heights Baptist Church	4504 E Hwy 21, Bryan
17	St. Francis Episcopal Church	1101 Rock Prairie Road, College Station
18	A&M Church of Christ	2475 Earl Rudder Freeway, College Station
19	Arena Hall	2906 Tabor Rd, Bryan
20	Brazos Center	3232 Briarcrest Dr, Bryan
	Brazos Center (Curbside)	3232 Briarcrest Dr, Bryan
21	Wellborn Baptist Church	14575 FM 2154 Rd, College Station
22	Living Hope Baptist Church	4170 State Hwy 6 South, College Station
23	Church of the Nazarene	2122 E William J Bryan Pkwy, Bryan
24	Justice of the Peace Pct. 1	412 William D Fitch Pkwy, College Station
25	Rellis Campus – Chapel & Assembly Hall	1555 Avenue D, Bryan
26	Christ Church	4201 SH 6 South, College Station
27	Castlegate II	4205 Norwich Dr. College Station
28	Crestview at Arbor Oaks	2505 E Villa Maria Rd, Bryan

Early voting by personal appearance will be conducted by the Office of the Brazos County Administrator as follows: Monday, October 21, 2024, through Friday, October 25, 2024. Voting hours are 8:00 a.m. until 5:00 p.m.; Saturday, October 26, voting hours will be from 7:00 a.m. until 7:00 p.m. on Sunday, October 27 voting hours will be from 10:00 a.m. until 4:00 p.m.; Monday, October 28 thru Friday, November 1 from 7:00 a.m. until 7:00 p.m. Early voting by personal appearance will be held at the following locations: **Brazos County Election Administration Office**, 300 East Wm J. Bryan Pkwy, Suite 100, Bryan, TX; **Arena Hall**, 2906 Tabor Road, Bryan; **Galilee Baptist Church**, 804 North Logan Street, Bryan; **College Station Utilities/Training Facility**, 1603 Graham Road, College Station; and **Memorial Student Center – Room L526 (MSC)**, - Texas A&M University campus, College Station, Texas.

The last Day to receive an application for ballot by mail is Friday, October 25, 2024, @ 5:00 pm. We can mail applications for the voter to fill out and return to us, or the voter can write a letter stating their name, local address, address where they are, and reason why they are voting absentee, and it must include the voter's signature. The voter can fax from out of county or mail it to us. They may NOT walk an application in the office if early voting starts. If mailing, send it to:

Brazos County Elections Administrator Office  
 Attn: Trudy Hancock  
 300 E Wm. J Bryan Pkwy, Ste: 100 Bryan, TX 77803  
 979-361-5770 – Phone  
 979-361-5779 – Fax  
[BrazosVotes@brazoscountytexas.gov](mailto:BrazosVotes@brazoscountytexas.gov)

Attest:

\_\_\_\_\_  
 Dr. Julie Harlin, Board President  
 Bryan ISD Board of Trustees

\_\_\_\_\_  
 David Stasny, Secretary,  
 Bryan ISD Board of Trustees

## ORDEN y AVISO DE ELECCIÓN GENERAL

A los votantes registrados del Distrito Escolar Independiente de Bryan, Bryan, Texas:

Por medio de la presente se ordena que se lleve a cabo una elección general el 5 de noviembre de 2024, para elegir a los miembros del Consejo de Administración del Distrito Escolar Independiente de Bryan, Distrito de un Solo Miembro Lugar 4 y En General Lugar 7.

Por la presente se notifica que los siguientes centros electorales estarán abiertos de 7:00 a.m. a 7:00 p.m. el martes, 5 de noviembre de 2024, para votar en una elección general para elegir a los miembros del Consejo de Administración del Distrito Escolar Independiente de Bryan.

LAS UBICACIONES DE LOS CENTROS DE VOTACIÓN DEL CONDADO:

Número	Centro de votación	Dirección
1	South Brazos County ESD #1	3030 Wingfall Street, Millican
2	College Station Mtg & Tng Facility	1603 Graham Rd, College Station
3	Galilee Baptist Church	804 N Logan Street, Bryan
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7	First Baptist Church - Bryan	3100 Cambridge Dr, Bryan
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9	Bryan Ballroom	703 Palasota Drive, Bryan
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La votación temprana en persona se llevará a cabo por la Oficina del Administrador del Condado de Brazos de la siguiente manera: del lunes 21 de octubre de 2024 al viernes 25 de octubre de 2024 el horario de votación es de 8:00 a.m. a 5:00 p.m.; el sábado 26 de octubre el horario de votación es de 7:00 a.m. a 7:00 p.m.; el domingo 27 de octubre el horario de votación es de 10:00 a.m. a 4:00 p.m.; del lunes 28 de octubre al viernes 1 de noviembre el horario de votación es de 7:00 a.m. a 7:00 p.m. La votación temprana en persona se llevará a cabo en los siguientes lugares: **Brazos County Election Administration Office**, 300 East Wm J. Bryan Pkwy, Suite 100, Bryan, TX; **Arena Hall**, 2906 Tabor Road, Bryan; **Galilee Baptist Church**, 804 North Logan Street, Bryan; **College Station Utilities/Training Facility**, 1603 Graham Road, College Station; y **Memorial Student Center – Room L526 (MSC)** - Texas A&M University campus, College Station, Texas.

El último día para recibir una solicitud de voto por correo es el viernes 25 de octubre de 2024 a las 5:00 p.m. Podemos enviar por correo las solicitudes para que el votante las llene y nos las devuelva o el votante puede escribir una carta indicando su nombre, su dirección local, la dirección donde se encuentra, la razón por la que vota en forma ausente y debe incluir la firma del votante. El votante puede enviar un fax desde fuera del condado o enviarlo por correo. NO pueden entrar a la oficina con una solicitud si la votación temprana ha comenzado. Si la envía por correo, envíela a:

Brazos County Elections Administrator Office  
Attn: Trudy Hancock  
300 E Wm. J Bryan Pkwy, Ste: 100 Bryan, TX 77803  
979-361-5770 – Phone  
979-361-5779 – Fax  
[BrazosVotes@brazoscountytexas.gov](mailto:BrazosVotes@brazoscountytexas.gov)

Testigo:

\_\_\_\_\_  
Dra. Julie Harlin, Presidenta  
Consejo de Administración de Bryan ISD

\_\_\_\_\_  
David Stasny, Secretario  
Consejo de Administración de Bryan ISD

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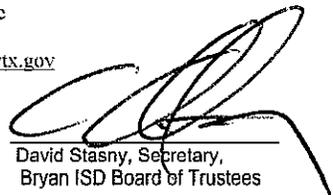
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20	Brazos Center	3232 Briarcrest Dr, Bryan
	Brazos Center (Curbside)	3232 Briarcrest Dr, Bryan
21	Wellborn Baptist Church	14575 FM 2154 Rd, College Station
22	Living Hope Baptist Church	4170 State Hwy 6 South, College Station
23	Church of the Nazarene	2122 E William J Bryan Pkwy, Bryan
24	Justice of the Peace Pct. 1	412 William D Fitch Pkwy, College Station
25	Rellis Campus – Chapel & Assembly Hall	1555 Avenue D, Bryan
26	Christ Church	4201 SH 6 South, College Station
27	Castlegate II	4205 Norwich Dr, College Station
28	Crestview at Arbor Oaks	2505 E Villa Maria Rd, Bryan

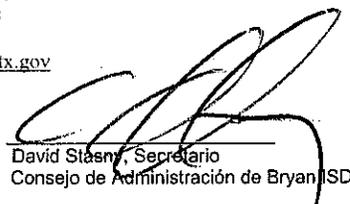
La votación temprana en persona se llevará a cabo por la Oficina del Administrador del Condado de Brazos de la siguiente manera: del lunes 21 de octubre de 2024 al viernes 25 de octubre de 2024 el horario de votación es de 8:00 a.m. a 5:00 p.m.; el sábado 26 de octubre el horario de votación es de 7:00 a.m. a 7:00 p.m.; el domingo 27 de octubre el horario de votación es de 10:00 a.m. a 4:00 p.m.; del lunes 28 de octubre al viernes 1 de noviembre el horario de votación es de 7:00 a.m. a 7:00 p.m. La votación temprana en persona se llevará a cabo en los siguientes lugares: **Brazos County Election Administration Office**, 300 East Wm J. Bryan Pkwy, Suite 100, Bryan, TX; **Arena Hall**, 2906 Tabor Road, Bryan; **Galilee Baptist Church**, 804 North Logan Street, Bryan; **College Station Utilities/Training Facility**, 1603 Graham Road, College Station; y **Memorial Student Center – Room L526 (MSC)** - Texas A&M University campus, College Station, Texas.

El último día para recibir una solicitud de voto por correo es el viernes 25 de octubre de 2024 a las 5:00 p.m. Podemos enviar por correo las solicitudes para que el votante las llene y nos las devuelva o el votante puede escribir una carta indicando su nombre, su dirección local, la dirección donde se encuentra, la razón por la que vota en forma ausente y debe incluir la firma del votante. El votante puede enviar un fax desde fuera del condado o enviarlo por correo. NO pueden entrar a la oficina con una solicitud si la votación temprana ha comenzado. Si la envía por correo, envíela a:

Brazos County Elections Administrator Office  
Attn: Trudy Hancock  
300 E Wm. J Bryan Pkwy, Ste: 100 Bryan, TX 77803  
979-361-5770 – Phone  
979-361-5779 – Fax  
[BrazosVotes@brazoscountytexas.gov](mailto:BrazosVotes@brazoscountytexas.gov)

  
Dra. Julie Harlin, Presidenta  
Consejo de Administración de Bryan ISD

Testigo:

  
David Stasny, Secretario  
Consejo de Administración de Bryan ISD

2. Consider Approval of a Joint Inter-Local Agreement Between Brazos County and Bryan ISD for the November 5, 2024, General Election

22

**INTERLOCAL GOVERNMENT AGREEMENT**  
**Joint Election**

This agreement is made this 5 day of August, 2024 by and between Brazos County (“the County”) and the Bryan Independent School District (“BISD”).

WHEREAS, Brazos County will conduct a general election on Tuesday, November 5, 2024, and

WHEREAS, the Bryan Independent School District has called for a Board of Trustees Election to be held within the city limits of Bryan and the school boundaries of Brazos County, Texas, and

WHEREAS, Brazos County and the Bryan Independent School District will hold elections on the same day; and

WHEREAS, the parties to this agreement desire that a joint election be held that is cost-effective and convenient for the voters of the entities;

NOW, THEREFORE, IT IS AGREED that the County and BISD will hold a joint election under the following terms and conditions, and the parties hereto agree with said conditions:

1. There shall be one ballot containing all appropriate races and propositions available for qualified voters of the two entities.
2. One set of voting equipment will be used at the familiar polling places.
3. Election forms are to be used, and records are to be maintained in a manner convenient and adequate to record and report the election results for the county and BISD.
4. The joint tabulation of the precinct results shall be in a manner that facilitates the independent canvass of returns by the two entities.
5. Each entity shall be responsible for preparing, publishing, and translating its own Notice of Election and Order of Election into Spanish.
6. The Brazos County Election Administrator shall do the implementation, conduct, and management of said election. The Brazos County Election Administrator is hereby designated as the Chief Election Official and Early Voting Clerk for the November 5, 2024 elections. The implementation, conduct, and management of the election shall include, but not be limited to:
  - A. The securing of qualified individuals to serve as election judges for each polling place.
  - B. The securing of locations and facilities where the election is to be conducted.
  - C. The securing of the election materials and supplies requisite to the proper administration of the election, and the programming and preparation of DRE voting equipment to be used in the election.
  - D. The securing of a contract with an independent, qualified contractor for election services and supplies.

- E. The Brazos County Election Administrator will be responsible for the conduct of joint early voting by personal appearance and by mail.
7. The amount to be paid by BISD to the County for services rendered by the County in the November 5, 2024 election is:
- A. Brazos County will first fund all costs in full, other than the publication of each entity's Notice of Election.
  - B. The Bryan Independent School District will reimburse the County for certain costs as follows:
    - 1. One-fifth (1/5) of the cost for payment of the early voting election workers.
    - 2. One-fifth (1/5) of the cost paid to an independent, qualified contractor for election services and supplies.
    - 3. Each entity shall fund one-fifth (1/5) of the expenses of the election day polling places at vote centers as approved by the Secretary of State's Office.
    - 4. One-fifth (1/5) of the cost of publication for all jointly required notices.
    - 5. The cost of two (2) rental of DRE voting equipment used in the precinct in which BISD has items appearing on the ballot for that precinct.
    - 6. One-fifth (1/5) of the cost of the Early Ballot Board, Central Counting Station, and the tabulation supervisor and data processing manager.
    - 7. Administrative fee of 10% as allowed in the Texas Election Code based on the cost per entity.
8. Should any of the five governmental entities that hold elections on the uniform election date (Brazos County, City of Bryan, Bryan ISD, City of College Station, or College Station ISD) cancel all or part of their elections, then the distribution of expenses above shall be prorated accordingly.
9. Each entity shall be responsible for any necessary submissions to the U.S. Department of Justice for preclearance under the Federal Voting Rights Act.
10. The parties' financial obligations under this agreement are payable from their respective current revenues.
11. That the undersigned are the duly authorized representatives of the parties' governing bodies, and their signatures represent the adoption and acceptance of the terms and conditions of this agreement.

APPROVED AND AGREED this   5   day of   August  , 2024.

BRAZOS COUNTY

\_\_\_\_\_  
Trudy Hancock, Elections Administrator

BRYAN INDEPENDENT SCHOOL DISTRICT

\_\_\_\_\_  
Dr. Julie Harlin, Board President

Attest:

\_\_\_\_\_  
David Stasny, Secretary

3. Consideration and/or Action to Approve an Agreement for the Purchase of Attendance Credit (Option 3 Agreement) and to Delegate Contractual Authority to the Superintendent 26



**Date:** August 5, 2024  
**From:** Kevin Beesaw, Assistant Superintendent Business Services  
**Re:** Purchase of Attendance Credit and to Delegate Contractual Authority to the Superintendent

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As in years past, the property values for properties within the district boundaries place Bryan ISD into Texas Education Code (TEC) Chapter 48/49, which deals with the recapture of state funding for property wealthy districts. While Bryan ISD has not had to pay recapture the property wealth per Weighted Average Daily Attendance (WADA) puts us in the range where the district has to complete certain filings with TEA regarding how we would handle repayment of funds if we were to end up in recapture status at the end of the fiscal year when TEA recalculates everything in September 2025. This is similar to what we used to have to do under TEC Chapter 41/42 prior to legislation in 2019.

The steps we need to take are explicitly spelled out in TEA guidance and require a choice of an option for repayment if recapture is owed and the filing of a contract detailing these steps. In order to complete these steps, specific board action is required to delegate the authority to the superintendent to process the contract as an electronic document accessible in the Excess Local Revenue (ELR) module in the Foundation School Program (FSP).

The needed board action is as follows: For the 2024-2025 school year, we delegate contractual authority to obligate the school district under Texas Education Code (TEC) §11.1511(c)(4) to the superintendent, solely for the purpose of obligating the district under TEC, §48.257 and TEC, Chapter 49, Subchapters A and D, and the rules adopted by the commissioner of education as authorized under TEC, 49.006. This included approval of the Agreement for the Purchase of Attendance Credit or the Agreement for the Purchase of Attendance Credit (Netting Chapter 48 Funding).

## Agreement for the Purchase of Attendance Credit (Netting Chapter 48 Funding)

This agreement is entered into pursuant to the Texas Education Code (TEC), Chapter 49, Subchapters A and D, and rules adopted by the commissioner of education as authorized by the TEC, §49.006. The purpose of this agreement is to enable the district to reduce its local revenue level to a level not to exceed the level established under TEC, §48.257 for the school year.

The school year to which this agreement applies is 2024-2025 (the “school year”).

The agreement is for Bryan Independent School District (“the district”), with a county-district number of 021-902, to purchase attendance credit from the state for the school year.

The local revenue level in excess of entitlement will be based on the commissioner’s estimate of the cost of credit as determined under TEC, §49.153, using the district’s projected maintenance and operations tax revenue that exceeds the level established under TEC, §48.257. Provisions in the TEC, §48.257(c), allow districts to offset the reduction of excess local revenue against state aid under Chapter 48, Education Code, that is not described by TEC, §48.266(a)(3) for the school year. A district that is subject to the reduction in excess local revenue agrees to offset its obligations against state aid in accordance with the provisions specified in the TEC, §48.257(c).

When near-final data are available following the close of the school year to which this agreement applies, the district’s entitlement under Chapter 48 will be recalculated. If the district’s state aid under Chapter 48, Education Code, that is not described by TEC, §48.266(a)(3) is less than the cost of recapture as determined by the commissioner in accordance with the TEC, §49.153, using near-final data, the district will be required to have an election and the recapture balance will be recovered in accordance with TEC, §48.272, by withholding subsequent allocations of state funds or requiring and obtaining a refund.

The actual cost of credit for the school year will be determined by the commissioner in accordance with the TEC, §49.153, when final data on the district’s maintenance and operations tax revenue that exceeds the level established under TEC, §48.257 is available.

The cost of purchased attendance credit will be reduced for county appraisal district costs. The reduction will be computed in accordance with the TEC, §49.157. If the reduction exceeds the cost for the school year, the difference will be carried forward and applied to each subsequent year’s cost until the total amount of the reduction has been exhausted.

Date:

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Signature of President, Board of Trustees

Date:

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Signature of Secretary, Board of Trustees

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Signature of Superintendent

Ginger Carrabine

Date:

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Typed Name of Superintendent

Date:

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Signature of Commissioner of Education or Designee

# Agreement for the Purchase of Attendance Credit (Netting Chapter 48 Funding)

This agreement is entered into pursuant to the Texas Education Code (TEC), Chapter 49, Subchapters A and D, and rules adopted by the commissioner of education as authorized by the TEC, §49.006. The purpose of this agreement is to enable the district to reduce its local revenue level to a level not to exceed the level established under TEC, §48.257 for the school year.

The school year to which this agreement applies is 2024-2025 (the "school year").

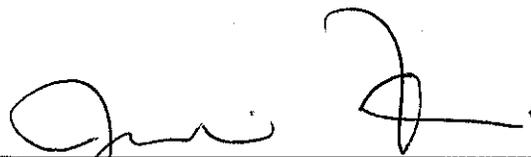
The agreement is for Bryan Independent School District ("the district"), with a county-district number of 021-902, to purchase attendance credit from the state for the school year.

The local revenue level in excess of entitlement will be based on the commissioner's estimate of the cost of credit as determined under TEC, §49.153, using the district's projected maintenance and operations tax revenue that exceeds the level established under TEC, §48.257. Provisions in the TEC, §48.257(c), allow districts to offset the reduction of excess local revenue against state aid under Chapter 48, Education Code, that is not described by TEC, §48.266(a)(3) for the school year. A district that is subject to the reduction in excess local revenue agrees to offset its obligations against state aid in accordance with the provisions specified in the TEC, §48.257(c).

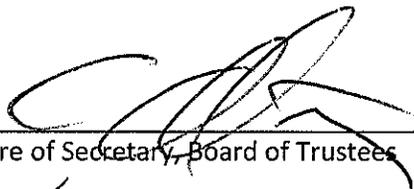
When near-final data are available following the close of the school year to which this agreement applies, the district's entitlement under Chapter 48 will be recalculated. If the district's state aid under Chapter 48, Education Code, that is not described by TEC, §48.266(a)(3) is less than the cost of recapture as determined by the commissioner in accordance with the TEC, §49.153, using near-final data, the district will be required to have an election and the recapture balance will be recovered in accordance with TEC, §48.272, by withholding subsequent allocations of state funds or requiring and obtaining a refund.

The actual cost of credit for the school year will be determined by the commissioner in accordance with the TEC, §49.153, when final data on the district's maintenance and operations tax revenue that exceeds the level established under TEC, §48.257 is available.

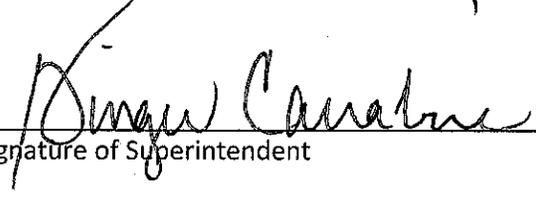
The cost of purchased attendance credit will be reduced for county appraisal district costs. The reduction will be computed in accordance with the TEC, §49.157. If the reduction exceeds the cost for the school year, the difference will be carried forward and applied to each subsequent year's cost until the total amount of the reduction has been exhausted.

  
\_\_\_\_\_  
Signature of President, Board of Trustees

Date: 8-5-2024

  
\_\_\_\_\_  
Signature of Secretary, Board of Trustees

Date: 8-14-2024

  
\_\_\_\_\_  
Signature of Superintendent

Ginger Carrabine  
\_\_\_\_\_  
Typed Name of Superintendent

Date: 8-8-2024

\_\_\_\_\_  
Signature of Commissioner of Education or Designee

Date:

4. Consider Approval of Mentor Stipends for 2024-2025

32



**Date:** August 5, 2024  
**From:** Linda Montoya, Executive Director of School Leadership  
**Re:** Mentor Stipends for 2024-2025

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The administration recommends a minor reconfiguration of the stipend procedures for the mentoring program. This adjustment is cost-neutral and provides greater flexibility for campus administrators to assign mentors to mentees for a stronger program of support.

Previously, a mentor was paid \$500 for 1-3 mentees, regardless if they had 1, 2, or 3 all from different grades and subjects. Under the new methodology, each mentor will be paid \$200 per mentee up to a maximum of three mentees for a total of \$600. Additionally, each campus will have a lead mentor (\$200) who will organize all program activities and reporting.

This new approach will allow a campus principal to match teachers with the same subject/grade and provide a stronger program model. Funding for these stipends comes from the district's local budget.

5. Discuss and Consider Approval of a Purchase Over \$50,000 for SummitK12

34



# SUMMIT K12

## Summit K12 Quotation Form

Quotes are valid 90 days from Creation Date

(If purchase request is dated on or before the above date, then quote price is valid and honored)

Created Date	7/26/2024	Quote Number	00008371
Subscription End Date	6/30/2025	Account Name	Bryan Independent School District
Summit K12 PO Box 26841, Austin, TX 78755 P: 844-331-4737   Fax: 866-490-8158   orders@summitk12.com		Contact Name	Georgeanna Adams-Molina Ed.D. georgeanna.molina@bryanisd.org
		Email	georgeanna.molina@bryanisd.org
		ESC	06

Prepared By: Kari Clay  
 Email: kari.clay@summitk12.com  
 Phone: (844) 331-4737

Product	Line Item Description	Product Code	Sales Price	Quantity	Total Price
Renewal C2L LS 1,000-4,999 - Connect to Literacy - Listening & Speaking for English Learners	Johnson EL	9781616185749R	\$9.95	83	\$825.85
Renewal C2L RW 1,000-4,999 - Connect to Literacy - Reading & Writing for English Learners	Johnson EL	9781433406218R	\$9.95	83	\$825.85
Renewal C2L TELPAS Teacher - Connect to Literacy English Language Development	Johnson EL	9781433406157R	\$25.00	5	\$125.00
Renewal C2L LS 1,000-4,999 - Connect to Literacy - Listening & Speaking for English Learners	Kemp-Carver	9781616185749R	\$9.95	95	\$945.25
Renewal C2L RW 1,000-4,999 - Connect to Literacy - Reading & Writing for English Learners	Kemp-Carver	9781433406218R	\$9.95	95	\$945.25
Renewal C2L TELPAS Teacher - Connect to Literacy English Language Development	Kemp-Carver	9781433406157R	\$25.00	5	\$125.00
Renewal C2L LS 1,000-4,999 - Connect to Literacy - Listening & Speaking for English Learners	Crockett EL	9781616185749R	\$9.95	115	\$1,144.25
Renewal C2L RW 1,000-4,999 - Connect to Literacy - Reading & Writing for English Learners	Crockett EL	9781433406218R	\$9.95	115	\$1,144.25
Renewal C2L TELPAS Teacher - Connect to Literacy English Language Development	Crockett EL	9781433406157R	\$25.00	3	\$75.00
Renewal C2L LS 1,000-4,999 - Connect to Literacy - Listening & Speaking for English Learners	Bonham EL	9781616185749R	\$9.95	125	\$1,243.75
Renewal C2L RW 1,000-4,999 - Connect to Literacy - Reading & Writing for English Learners	Bonham EL	9781433406218R	\$9.95	125	\$1,243.75
Renewal C2L TELPAS Teacher - Connect to Literacy English Language Development	Bonham EL	9781433406157R	\$25.00	3	\$75.00
Renewal C2L LS 1,000-4,999 - Connect to Literacy - Listening & Speaking for English Learners	Jones EL	9781616185749R	\$9.95	239	\$2,378.05
Renewal C2L RW 1,000-4,999 - Connect to Literacy - Reading & Writing for English Learners	Jones EL	9781433406218R	\$9.95	239	\$2,378.05
Renewal C2L TELPAS Teacher - Connect to Literacy English	34				

Language Development	Jones EL	9781433406157R	\$25.00	3	\$75.00
Renewal C2L LS 1,000-4,999 - Connect to Literacy - Listening & Speaking for English Learners	Neal EL	9781616185749R	\$9.95	92	\$915.40
Renewal C2L RW 1,000-4,999 - Connect to Literacy - Reading & Writing for English Learners	Neal EL	9781433406218R	\$9.95	92	\$915.40
Renewal C2L TELPAS Teacher - Connect to Literacy English Language Development	Neal EL	9781433406157R	\$25.00	3	\$75.00
Renewal C2L LS 1,000-4,999 - Connect to Literacy - Listening & Speaking for English Learners	Navarro EL	9781616185749R	\$9.95	97	\$965.15
Renewal C2L RW 1,000-4,999 - Connect to Literacy - Reading & Writing for English Learners	Navarro EL	9781433406218R	\$9.95	97	\$965.15
Renewal C2L TELPAS Teacher - Connect to Literacy English Language Development	Navarro EL	9781433406157R	\$25.00	3	\$75.00
Renewal C2L LS 1,000-4,999 - Connect to Literacy - Listening & Speaking for English Learners	Henderson EL	9781616185749R	\$9.95	140	\$1,393.00
Renewal C2L RW 1,000-4,999 - Connect to Literacy - Reading & Writing for English Learners	Henderson EL	9781433406218R	\$9.95	140	\$1,393.00
Renewal C2L TELPAS Teacher - Connect to Literacy English Language Development	Henderson EL	9781433406157R	\$25.00	4	\$100.00
Renewal C2L LS 1,000-4,999 - Connect to Literacy - Listening & Speaking for English Learners	Fannin EL	9781616185749R	\$9.95	115	\$1,144.25
Renewal C2L RW 1,000-4,999 - Connect to Literacy - Reading & Writing for English Learners	Fannin EL	9781433406218R	\$9.95	115	\$1,144.25
Renewal C2L TELPAS Teacher - Connect to Literacy English Language Development	Fannin EL	9781433406157R	\$25.00	5	\$125.00
Renewal C2L LS 1,000-4,999 - Connect to Literacy - Listening & Speaking for English Learners	Branch EL	9781616185749R	\$9.95	67	\$666.65
Renewal C2L RW 1,000-4,999 - Connect to Literacy - Reading & Writing for English Learners	Branch EL	9781433406218R	\$9.95	67	\$666.65
Renewal C2L TELPAS Teacher - Connect to Literacy English Language Development	Branch EL	9781433406157R	\$25.00	4	\$100.00
Renewal C2L LS 1,000-4,999 - Connect to Literacy - Listening & Speaking for English Learners	Jane Long INT	9781616185749R	\$9.95	400	\$3,980.00
Renewal C2L RW 1,000-4,999 - Connect to Literacy - Reading & Writing for English Learners	Jane Long INT	9781433406218R	\$9.95	400	\$3,980.00
Renewal C2L TELPAS Teacher - Connect to Literacy English Language Development	Jane Long INT	9781433406157R	\$25.00	8	\$200.00
Renewal C2L LS 1,000-4,999 - Connect to Literacy - Listening & Speaking for English Learners	Sadberry INT	9781616185749R	\$9.95	220	\$2,189.00
Renewal C2L RW 1,000-4,999 - Connect to Literacy - Reading & Writing for English Learners	Sadberry INT	9781433406218R	\$9.95	220	\$2,189.00
Renewal C2L TELPAS Teacher - Connect to Literacy English Language Development	Sadberry INT	9781433406157R	\$25.00	5	\$125.00
Renewal C2L LS 1,000-4,999 - Connect to Literacy - Listening & Speaking for English Learners	Davila MS	9781616185749R	\$9.95	403	\$4,009.85
Renewal C2L RW 1,000-4,999 - Connect to Literacy - Reading & Writing for English Learners	Davila MS	9781433406218R	\$9.95	403	\$4,009.85
Renewal C2L TELPAS Teacher - Connect to Literacy English Language Development	Davila MS	9781433406157R	\$25.00	7	\$175.00
Renewal C2L LS 1,000-4,999 - Connect to Literacy - Listening & Speaking for English Learners	SFA MS	9781616185749R	\$9.95	318	\$3,164.10

Renewal C2L RW 1,000-4,999 - Connect to Literacy - Reading & Writing for English Learners	SFA MS	9781433406218R	\$9.95	318	\$3,164.10
Renewal C2L TELPAS Teacher - Connect to Literacy English Language Development	SFA MS	9781433406157R	\$25.00	7	\$175.00
Renewal C2L LS 1,000-4,999 - Connect to Literacy - Listening & Speaking for English Learners	Bryan HS	9781616185749R	\$9.95	100	\$995.00
Renewal C2L RW 1,000-4,999 - Connect to Literacy - Reading & Writing for English Learners	Bryan HS	9781433406218R	\$9.95	100	\$995.00
Renewal C2L TELPAS Teacher - Connect to Literacy English Language Development	Bryan HS	9781433406157R	\$25.00	2	\$50.00
Renewal C2L LS 1,000-4,999 - Connect to Literacy - Listening & Speaking for English Learners	2023-24 CREDIT	9781616185749R	-\$9.95	113	-\$1,124.35
Renewal C2L RW 1,000-4,999 - Connect to Literacy - Reading & Writing for English Learners	2023-24 CREDIT	9781433406218R	-\$9.95	113	-\$1,124.35
Professional Development - Online - 1 Hour/Single Session	Kemp-Carver	9781616187590	\$395.00	3	\$1,185.00
Professional Development - Online - 1 Hour/Single Session	Henderson EL	9781616187590	\$395.00	3	\$1,185.00
Professional Development - Online - 1 Hour/Single Session	Jones EL	9781616187590	\$395.00	3	\$1,185.00
Professional Development - Online - 1 Hour/Single Session	Johnson EL	9781616187590	\$395.00	3	\$1,185.00
Professional Development - Online - 1 Hour/Single Session	Crockett EL	9781616187590	\$395.00	3	\$1,185.00
Professional Development - Online - 1 Hour/Single Session	Bonham EL	9781616187590	\$395.00	3	\$1,185.00
Professional Development - Online - 1 Hour/Single Session	Neal EL	9781616187590	\$395.00	3	\$1,185.00
Professional Development - Online - 1 Hour/Single Session	Navarro EL	9781616187590	\$395.00	3	\$1,185.00
Professional Development - Online - 1 Hour/Single Session	Fannin EL	9781616187590	\$395.00	3	\$1,185.00
Professional Development - Online - 1 Hour/Single Session	Branch EL	9781616187590	\$395.00	3	\$1,185.00
Professional Development - Online - 1 Hour/Single Session	Jane Long INT	9781616187590	\$395.00	3	\$1,185.00
Professional Development - Online - 1 Hour/Single Session	Sadberry INT	9781616187590	\$395.00	3	\$1,185.00
Professional Development - Online - 1 Hour/Single Session	Davila MS	9781616187590	\$395.00	3	\$1,185.00
Professional Development - Online - 1 Hour/Single Session	SFA MS	9781616187590	\$395.00	3	\$1,185.00
Professional Development - Online - 1 Hour/Single Session	Bryan HS	9781616187590	\$395.00	3	\$1,185.00
Professional Development - Online - Leadership Series		9781433408199	\$1,185.00	1	\$1,185.00

Total Price \$70,305.40

## Professional Development

Up to 30 participants for online and 50 participants for on-site PD sessions.

**Online PD - a minimum of 5 days in advance of PD date is required if you wish to reschedule, otherwise the full PD fee will be charged.**

**On-site PD - a minimum of 14 days in advance of PD date is required if you wish to reschedule, otherwise the full PD fee will be charged.**

**PD dates must be scheduled & delivered prior to the Subscription End Date. There will be no refunds for unused PD sessions.**

### TERMS and CONDITIONS

#### How to Order

- Via email at [orders@summitk12.com](mailto:orders@summitk12.com)

Summit K12 Holdings, Inc: Federal Tax ID # 47-2584101.

#### Prices

#### [Privacy Policy](https://www.summitk12.com/privacy-policy)

<https://www.summitk12.com/privacy-policy>

#### [Guarantee Information](https://www.summitk12.com/guarantee-information)

<https://www.summitk12.com/guarantee-information>

- Prices applicable only within the US, its possessions, & its outlying areas.
- All prices are in US funds.
- Payment must be in US funds only.

**Terms**

- Net 30 days, subject to credit approval



**Date:** August 5, 2024  
**From:** Dr. Jennifer Warren, Executive Director of Special Programs  
**Re:** Consideration of Purchase over \$50,000 for SummitK12

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Bryan ISD has purchased Summit K12 during the 2023-2024 school year. Summit K12 is a web-based supplemental resource which helps Emergent Bilingual students improve their English language skills as measured by TELPAS (Texas English Language Proficiency Assessment System). This resource aligns with the bilingual program goal of enabling these students to become proficient in listening, speaking, reading, and writing in English.

Dr. Morris performed a program evaluation of Summit K12 program to evaluate the effectiveness of the resource during the 2023-2024 school year. Overall, higher usage of SummitK12 correlated with higher TELPAS scores (50-60% at elementary and intermediate campuses) and more growth (39% at elementary campuses) on the the TELPAS assessment. Also, 71% of teachers that used the program with their students believe Summit K12 positively impacted language acquisition. Teachers also stated ease of use, achievable goals, and effective training as benefits of the program.

The cost for Summit K12 for 2024-2025 is estimated at \$70,305.40, the administration requests approval for an amount not to exceed \$75,000 to account for new students. This purchase can be completed and covered by federal grant (Title III) funds, which are specifically designated for supplemental educational resources to support Emergent Bilingual students.

**ITEMS FOR DISCUSSION AND OR ACTION / REGULAR AGENDA**

**Business Services**

1. Discuss and Consider Approval of a Purchase Over \$50,000 for District-wide Security Film

40

Bryan Independent School District - Security Film, District Wide		
<i>School Safety Standards Grant</i>		
	<b>CoolVu</b>	<b>Binswanger Glass</b>
<b>Quote</b>	<b>204,740.93</b>	<b>272,490.00</b>
<b>Contingency</b>	20,259.07	20,259.07
<b>TOTAL - Base + Contingency</b>	<b>225,000.00</b>	<b>292,749.07</b>



 979-446-2509

**Proposal To:** Rich Himmel (Bryan ISD)

 9792097100

 801 South Ennis Street  
Bryan, TX 77803

**Proposal #**1934458106

**Date** Nov 6, 2023

## Understanding Your Digital Quote 🤝

- **STEP 1: Scroll** down and learn about the solutions that you would like installed.
- **STEP 2: Click** "Add" to the items you would like.
- **STEP3: Scroll** to the bottom to see your final pricing
- **STEP 4: Click** on "Approve Proposal" to get your project assigned to our team

**801 South Ennis Street, Bryan, TX 77803**

- > Bryan High 231 items ~ 2441.55 sqft
- > Rudder High 159 items ~ 795.55 sqft
- > Bryan Collegiate High 15 items ~ 66.8 sqft
- > DAEP 1 item ~ 4.28 sqft
- > Stephen F Austin Middle 118 items ~ 1480.98 sqft
- > Arthur L Davila Middle 148 items ~ 1277.73 sqft
- > Jane Long Intermediate 24 items ~ 133.73 sqft
- > Sam Rayburn Intermediate 20 items ~ 115.88 sqft
- > O.W. Sadberry Intermediate 6 items ~ 70.78 sqft
- > Bonham Elementary 36 items ~ 417.98 sqft
- > Bowen Elementary 9 items ~ 88.78 sqft
- > Branch Elementary 12 items ~ 186.17 sqft
- > Crockett Elementary 49 items ~ 260.49 sqft
- > Fannin Elementary 17 items ~ 211.76 sqft
- > Henderson Elementary 10 items ~ 99.26 sqft
- > Houston Elementary 0 items ~ 0 sqft
- > Johnson Elementary 49 items ~ 522.49 sqft
- > Jones Elementary 5 items ~ 68.75 sqft
- > Kemp-Carver Elementary 36 items ~ 248.99 sqft
- > Mitchell Elementary 26 items ~ 172.27 sqft
- > Navarro Elementary 0 items ~ 0 sqft
- > Neal Elementary 18 items ~ 155.96 sqft
- > Sul Ross Elementary 11 items ~ 142.74 sqft
- > Career Tech Complex 10 items ~ 131.83 sqft
- > Milam 49 items ~ 381.05 sqft

Solution 1 Bryan High School

> Bryan High 231 items ~ 2441.55 sqft

CoolVu 8Mil Clear Security

CoolVu 8Mil Clear Security Film

Film Features: 87% Visible Light Transmitted   
21% Total Solar Energy Rejected   
9% Interior Reflection   
9% Exterior Reflection 

[8Mil Clear Security Film Spec Sheet](#)

[IWFA Security Film Statement](#)

[IWFA Bullet Resistance Statement 2023](#)

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\$ 49,895.65

Solution 2 Rudder High School

> Rudder High 159 items ~ 795.55 sqft

CoolVu 8Mil Clear Security

CoolVu 8Mil Clear Security Film

Film Features: 87% Visible Light Transmitted   
21% Total Solar Energy Rejected   
9% Interior Reflection   
9% Exterior Reflection 

[8Mil Clear Security Film Spec Sheet](#)

[IWFA Security Film Statement](#)

[IWFA Bullet Resistance Statement 2023](#)

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\$ 20,754.15

Solution 3 Bryan Collegiate High School

> Bryan Collegiate High 15 items ~ 66.8 sqft

CoolVu 8Mil Clear Security

CoolVu 8Mil Clear Security Film

Film Features: 87% Visible Light Transmitted   
21% Total Solar Energy Rejected   
9% Interior Reflection   
9% Exterior Reflection 

[8Mil Clear Security Film Spec Sheet](#)

[IWFA Security Film Statement](#)

[IWFA Bullet Resistance Statement 2023](#)

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\$ 1,765.40

Solution 4 DAEP

> DAEP 1 item ~ 4.28 sqft

CoolVu 8Mil Clear Security

CoolVu 8Mil Clear Security Film

Film Features: 87% Visible Light Transmitted   
21% Total Solar Energy Rejected   
9% Interior Reflection   
9% Exterior Reflection 

[8Mil Clear Security Film Spec Sheet](#)

[IWFA Security Film Statement](#)

[IWFA Bullet Resistance Statement 2023](#)

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\$ 110.00

Solution 5 Stephen F Austin Middle School

> Stephen F Austin Middle 118 items ~ 1480.98 sqft

CoolVu 8Mil Clear Security

CoolVu 8Mil Clear Security Film

Film Features: 87% Visible Light Transmitted   
21% Total Solar Energy Rejected   
9% Interior Reflection   
9% Exterior Reflection 

[8Mil Clear Security Film Spec Sheet](#)

[IWFA Security Film Statement](#)

[IWFA Bullet Resistance Statement 2023](#)

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\$ 29,690.44

Solution 6 Arthur L Davila Middle School

> Arthur L Davila Middle 148 items ~ 1277.73 sqft

CoolVu 8Mil Clear Security

CoolVu 8Mil Clear Security Film

Film Features: 87% Visible Light Transmitted   
21% Total Solar Energy Rejected   
9% Interior Reflection   
9% Exterior Reflection 

[8Mil Clear Security Film Spec Sheet](#)

[IWFA Security Film Statement](#)

[IWFA Bullet Resistance Statement 2023](#)

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\$ 27,966.00

Solution 7 Jane Long Intermediate School

> Jane Long Intermediate 24 items ~ 133.73 sqft

CoolVu 8Mil Clear Security

CoolVu 8Mil Clear Security Film

Film Features: 87% Visible Light Transmitted   
21% Total Solar Energy Rejected   
9% Interior Reflection   
9% Exterior Reflection 

[8Mil Clear Security Film Spec Sheet](#)

[IWFA Security Film Statement](#)

[IWFA Bullet Resistance Statement 2023](#)

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\$ 3,214.00

Solution 8 Sam Rayburn Intermediate School

> Sam Rayburn Intermediate 20 items ~ 115.88 sqft

CoolVu 8Mil Clear Security

CoolVu 8Mil Clear Security Film

Film Features: 87% Visible Light Transmitted   
21% Total Solar Energy Rejected   
9% Interior Reflection   
9% Exterior Reflection 

[8Mil Clear Security Film Spec Sheet](#)

[IWFA Security Film Statement](#)

[IWFA Bullet Resistance Statement 2023](#)

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\$ 2,760.94

Solution 9 O.W. Sadberry Intermediate School

> O.W. Sadberry Intermediate 6 items ~ 70.78 sqft

CoolVu 8Mil Clear Security

CoolVu 8Mil Clear Security Film

Film Features: 87% Visible Light Transmitted   
21% Total Solar Energy Rejected   
9% Interior Reflection   
9% Exterior Reflection 

[8Mil Clear Security Film Spec Sheet](#)

[IWFA Security Film Statement](#)

[IWFA Bullet Resistance Statement 2023](#)

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\$ 1,446.64

Solution 10 Bonham Elementary

> Bonham Elementary 36 items ~ 417.98 sqft

CoolVu 8Mil Clear Security

CoolVu 8Mil Clear Security Film

Film Features: 87% Visible Light Transmitted   
21% Total Solar Energy Rejected   
9% Interior Reflection   
9% Exterior Reflection 

[8Mil Clear Security Film Spec Sheet](#)

[IWFA Security Film Statement](#)

[IWFA Bullet Resistance Statement 2023](#)

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\$ 8,599.24

Solution 11 Bowen Elementary

> Bowen Elementary 9 items ~ 88.78 sqft

CoolVu 8Mil Clear Security

CoolVu 8Mil Clear Security Film

Film Features: 87% Visible Light Transmitted   
21% Total Solar Energy Rejected   
9% Interior Reflection   
9% Exterior Reflection 

[8Mil Clear Security Film Spec Sheet](#)

[IWFA Security Film Statement](#)

[IWFA Bullet Resistance Statement 2023](#)

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\$ 1,973.14

Solution 12 Branch Elementary

> Branch Elementary 12 items ~ 186.17 sqft

CoolVu 8Mil Clear Security

CoolVu 8Mil Clear Security Film

Film Features: 87% Visible Light Transmitted   
21% Total Solar Energy Rejected   
9% Interior Reflection   
9% Exterior Reflection 

[8Mil Clear Security Film Spec Sheet](#)

[IWFA Security Film Statement](#)

[IWFA Bullet Resistance Statement 2023](#)

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\$ 3,759.21

Solution 13 Crockett Elementary

> Crockett Elementary 49 items ~ 260.49 sqft

CoolVu 8Mil Clear Security

CoolVu 8Mil Clear Security Film

Film Features: 87% Visible Light Transmitted   
21% Total Solar Energy Rejected   
9% Interior Reflection   
9% Exterior Reflection 

[8Mil Clear Security Film Spec Sheet](#)

[IWFA Security Film Statement](#)

[IWFA Bullet Resistance Statement 2023](#)

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\$ 6,356.87

Solution 14 Fannin Elementary

> Fannin Elementary 17 items ~ 211.76 sqft

CoolVu 8Mil Clear Security

CoolVu 8Mil Clear Security Film

Film Features: 87% Visible Light Transmitted   
21% Total Solar Energy Rejected   
9% Interior Reflection   
9% Exterior Reflection 

[8Mil Clear Security Film Spec Sheet](#)

[IWFA Security Film Statement](#)

[IWFA Bullet Resistance Statement 2023](#)

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\$ 4,390.88

Solution 15 Henderson Elementary

> Henderson Elementary 10 items ~ 99.26 sqft

CoolVu 8Mil Clear Security

CoolVu 8Mil Clear Security Film

Film Features: 87% Visible Light Transmitted   
21% Total Solar Energy Rejected   
9% Interior Reflection   
9% Exterior Reflection 

[8Mil Clear Security Film Spec Sheet](#)

[IWFA Security Film Statement](#)

[IWFA Bullet Resistance Statement 2023](#)

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\$ 2,161.38

Solution 16 Johnson Elementary

> Johnson Elementary 49 items ~ 522.49 sqft

CoolVu 8Mil Clear Security

CoolVu 8Mil Clear Security Film

Film Features: 87% Visible Light Transmitted   
21% Total Solar Energy Rejected   
9% Interior Reflection   
9% Exterior Reflection 

[8Mil Clear Security Film Spec Sheet](#)

[IWFA Security Film Statement](#)

[IWFA Bullet Resistance Statement 2023](#)

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\$ 11,127.87

Solution 17 Jones Elementary

> Jones Elementary 5 items ~ 68.75 sqft

CoolVu 8Mil Clear Security

CoolVu 8Mil Clear Security Film

Film Features: 87% Visible Light Transmitted   
21% Total Solar Energy Rejected   
9% Interior Reflection   
9% Exterior Reflection 

[8Mil Clear Security Film Spec Sheet](#)

[IWFA Security Film Statement](#)

[IWFA Bullet Resistance Statement 2023](#)

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\$ 1,433.25

Solution 18 Kemp-Carver Elementary

> Kemp-Carver Elementary 36 items ~ 248.99 sqft

CoolVu 8Mil Clear Security

CoolVu 8Mil Clear Security Film

Film Features: 87% Visible Light Transmitted   
21% Total Solar Energy Rejected   
9% Interior Reflection   
9% Exterior Reflection 

[8Mil Clear Security Film Spec Sheet](#)

[IWFA Security Film Statement](#)

[IWFA Bullet Resistance Statement 2023](#)

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\$ 5,778.37

Solution 19 Mitchell Elementary

> Mitchell Elementary 26 items ~ 172.27 sqft

CoolVu 8Mil Clear Security

CoolVu 8Mil Clear Security Film

Film Features: 87% Visible Light Transmitted   
21% Total Solar Energy Rejected   
9% Interior Reflection   
9% Exterior Reflection 

[8Mil Clear Security Film Spec Sheet](#)

[IWFA Security Film Statement](#)

[IWFA Bullet Resistance Statement 2023](#)

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\$ 3,994.51

Solution 20 Neal Elementary

> Neal Elementary 18 items ~ 155.96 sqft

CoolVu 8Mil Clear Security

CoolVu 8Mil Clear Security Film

Film Features: 87% Visible Light Transmitted   
21% Total Solar Energy Rejected   
9% Interior Reflection   
9% Exterior Reflection 

[8Mil Clear Security Film Spec Sheet](#)

[IWFA Security Film Statement](#)

[IWFA Bullet Resistance Statement 2023](#)

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\$ 3,496.48

Solution 21 Sul Ross Elementary

> Sul Ross Elementary 11 items ~ 142.74 sqft

CoolVu 8Mil Clear Security

CoolVu 8Mil Clear Security Film

Film Features: 87% Visible Light Transmitted 

21% Total Solar Energy Rejected 

9% Interior Reflection 

9% Exterior Reflection 

[8Mil Clear Security Film Spec Sheet](#)

[IWFA Security Film Statement](#)

[IWFA Bullet Resistance Statement 2023](#)

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\$ 2,967.12

Solution 22 Career Tech Complex

> Career Tech Complex 10 items ~ 131.83 sqft

CoolVu 8Mil Clear Security

CoolVu 8Mil Clear Security Film

Film Features: 87% Visible Light Transmitted 

21% Total Solar Energy Rejected 

9% Interior Reflection 

9% Exterior Reflection 

[8Mil Clear Security Film Spec Sheet](#)

[IWFA Security Film Statement](#)

[IWFA Bullet Resistance Statement 2023](#)

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\$ 2,662.79

Solution 23 Milam Elementary

> Milam 49 items ~ 381.05 sqft

### CoolVu 8Mil Clear Security

## CoolVu 8Mil Clear Security Film

Film Features: 87% Visible Light Transmitted 

21% Total Solar Energy Rejected 

9% Interior Reflection 

9% Exterior Reflection 

[8Mil Clear Security Film Spec Sheet](#)

[IWFA Security Film Statement](#)

[IWFA Bullet Resistance Statement 2023](#)

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\$ 8,436.60

Please review our offer and approve below. To speed up the scheduling process, you may provide your preferred install date and any notes you would like to add below.

<a href="#">Bryan High School</a> CoolVu 8Mil Clear Security	\$ 49,895.65
<a href="#">Rudder High School</a> CoolVu 8Mil Clear Security	\$ 20,754.15
<a href="#">Bryan Collegiate High School</a> CoolVu 8Mil Clear Security	\$ 1,765.40
<a href="#">DAEP</a> CoolVu 8Mil Clear Security	\$ 110.00
<a href="#">Stephen F Austin Middle School</a> CoolVu 8Mil Clear Security	\$ 29,690.44
<a href="#">Arthur L Davila Middle School</a> CoolVu 8Mil Clear Security	\$ 27,966.00
<a href="#">Jane Long Intermediate School</a> CoolVu 8Mil Clear Security	\$ 3,214.00
<a href="#">Sam Rayburn Intermediate School</a> CoolVu 8Mil Clear Security	\$ 2,760.94
<a href="#">O.W. Sadberry Intermediate School</a> CoolVu 8Mil Clear Security	\$ 1,446.64
<a href="#">Bonham Elementary</a> CoolVu 8Mil Clear Security	\$ 8,599.24
<a href="#">Bowen Elementary</a> CoolVu 8Mil Clear Security	\$ 1,973.14
<a href="#">Branch Elementary</a> CoolVu 8Mil Clear Security	\$ 3,759.21
<a href="#">Crockett Elementary</a> CoolVu 8Mil Clear Security	\$ 6,356.87
<a href="#">Fannin Elementary</a> CoolVu 8Mil Clear Security	\$ 4,390.88
<a href="#">Henderson Elementary</a> CoolVu 8Mil Clear Security	\$ 2,161.38
<a href="#">Johnson Elementary</a> CoolVu 8Mil Clear Security	\$ 11,127.87
<a href="#">Jones Elementary</a> CoolVu 8Mil Clear Security	\$ 1,433.25
<a href="#">Kemp-Carver Elementary</a> CoolVu 8Mil Clear Security	\$ 5,778.37
<a href="#">Mitchell Elementary</a> CoolVu 8Mil Clear Security	\$ 3,994.51
<a href="#">Neal Elementary</a> CoolVu 8Mil Clear Security	\$ 3,496.48
<a href="#">Sul Ross Elementary</a> CoolVu 8Mil Clear Security	\$ 2,967.12
<a href="#">Career Tech Complex</a> CoolVu 8Mil Clear Security	\$ 2,662.79
<a href="#">Milam Elementary</a> CoolVu 8Mil Clear Security	\$ 8,436.60
<b>TOTAL</b>	<b>\$ 204,740.93</b>

What our customers are saying:

OF **Oma Flinger**  
10 months ago



So happy that CoolVu is here in College Station. After a storm torn down half of my shade tree, I had Chris and crew install transition tint to my large patio windows. Gosh, what a difference. I (...) [Read More](#)

MD **Matthew Diaz**  
a year ago



I recently had my commercial windows tinted by CoolVu, and I couldn't be happier with the job they did. From the initial consultation to the final installation, their customer service was top-no (...) [Read More](#)

KG **Kennedy Goddard**  
a year ago



Great customer service when discussing details. Thorough and clean job!

S **Shelia**  
10 months ago



They installed tint on our business windows. Very good work and great to work with.

OB **Olivia Baker**  
a year ago



Great experience with them. I had great service and they are very personable and friendly!

KM **Kasia Molina**  
a year ago



I was very impressed with the quality and care they put into their work. The windows look amazing and I was very satisfied with this improvement. I recommended them to all my business partners & (...) [Read More](#)

[View More Reviews](#)

[CoolVu Warranty](#)

[IWFA Standards](#)

[Need More Ideas? - Explore CoolVu Design Guides](#)

Powered By [TintWiz](#)

2. Discussion and Possible Action to Retain Consultants to Assist the District in Processing of the American Foundry Bryan, LLC Application Pursuant to JETI Program

58



# MOAKCASEY

PROVEN LEADERS ADVANCING TEXAS SCHOOLS

## CONSULTING AGREEMENT

### RELATED TO SCHOOL CONSULTING SERVICES

By and Between

**BRYAN INDEPENDENT SCHOOL DISTRICT**

and

**MOAKCASEY, LLC**

**June 2024**

**MOAKCASEY, LLC.**, hereinafter called “Consultant,” agrees to provide various consulting activities and products relating to **America’s Foundry Bryan LLC** Application for limitation on taxable value, as detailed below in Part I of this consulting agreement (“Agreement”), in return for fees as enumerated below to **BRYAN INDEPENDENT SCHOOL DISTRICT**, (“ISD” or “District”). The Services include the following components, as indicated.

#### **PART I. SERVICES**

Consultant shall:

- 1.1 Brief the school board, senior administrators and community leaders: Consultant will provide a comprehensive briefing on the mandatory procedures, rules of the Comptroller’s Office, financial risks, and impact under the Texas school finance system.
- 1.2 Analyze the Company’s Applications for America’s Foundry Bryan LLC and prepare school-finance analysis: Consultant will use district-specific financial models to estimate impact of the proposed economic development over the full period of the Value Limitation process for all phases.

#### **PART II. GENERAL PROVISIONS**

In performing these Services, Consultant and the District agree to the following additional terms and conditions:

- 2.1 Consultant shall be available for direct consultation with the District, but shall maintain primary contact with a person designated by the District.
- 2.2 The District shall provide for the reproduction and dissemination of major reports or other written materials.



- 2.3 Services provided by Consultant shall be provided by direct staff of Consultant or through resources under subcontract.
- 2.4 The District shall provide Consultant with necessary background information relating to financial and other pertinent data.
- 2.5 Information obtained by Consultant from the District shall remain confidential unless authorization for the release of the information has been approved by an authorized representative of the District.
- 2.6 Consultant is not an employee of District, and is not entitled to fringe benefits, pension, workers' compensation, retirement, etc. District shall not deduct Federal income taxes, FICA (Social Security), or any other taxes required to be deducted by an employer, as this is the responsibility of Consultant.
- 2.7 Nothing in this Agreement shall be construed to prevent Consultant from entering into agreements with individual school districts or other education groups regarding financial planning and related services.
- 2.8 No provision of this Agreement shall be construed to prevent Consultant from undertaking sponsored research or services on Texas statewide school finance issues.
- 2.9 No provision of this Agreement shall be construed to entitle the District to access to general statewide finance modeling services and analyses prepared by Consultant except as covered under Part 1.
- 2.10 If Consultant undertakes any activity specified in sections 2.7-2.9 that represents a potential conflict of interest, Consultant shall notify and work with the District to resolve the matter.
- 2.11 This Agreement shall be in force upon execution of this agreement. The parties may agree to modify the scope of the project.
- 2.12 This Agreement may be terminated at any time without cause by either party upon thirty (30) days written notice to the other party. In the event of termination, fees shall be payable through the date of termination only.
- 2.13 This Agreement shall be governed by the laws of the State of Texas and venue for all purposes incident to this Agreement shall lie in Travis County, Texas.
- 2.14 Nothing contained in this Agreement shall create a contractual relationship with or a cause of action in favor of a third party against either the District or Consultant.
- 2.15 In the event that District is required to furnish information or records compiled by Consultant in the performance of this Agreement pursuant to the Texas Public Information Act, Consultant shall furnish such information and records to District and District shall have the right to release such information and records.
- 2.16 District does not waive or relinquish any governmental immunities or defenses on behalf of itself and its trustees, officers, employees, or agents as a result of the execution of this Agreement and performance of the functions or obligations described herein. Nothing herein shall be construed as creating any personal liability on the part of any officer, director, employee or representative of District.
- 2.17 Consultant affirms that it does not and will not boycott Israel during the term of the contract. (Required by Texas Gov't Code §2270)



**PART III. FEES**

- 3.1 The basic fee for this service will be \$15,000.
- 3.2 Payment shall be due upon receipt of an invoice for same. Invoice shall be submitted upon submission of the application to the Comptroller.

**PART IV. NOTICES AND MAILINGS.**

- 4.1 Official communications, except as noted in Part 2 above, shall be considered delivered to the District if mailed to the following, or to such other address as may be designated, in writing, from time to time:

BRYAN INDEPENDENT SCHOOL DISTRICT  
801 South Ennis Street  
Bryan, TX 77803

- 4.2 Payments and other official communications shall be considered delivered to Consultant if mailed to the following, or to such other address as may be designated, in writing, from time to time:

MOAKCASEY, LLC  
1001 Congress Avenue  
Suite 250  
Austin, Texas 78701



DISTRICT:

BRYAN INDEPENDENT SCHOOL DISTRICT

CONSULTANT:

MOAKCASEY, LLC

\_\_\_\_\_  
Printed Name: \_\_\_\_\_  
Title: \_\_\_\_\_

\_\_\_\_\_  
Leo Lopez  
Chief Financial Officer

Date: \_\_\_\_\_

Date: \_\_\_\_\_

LEGAL SERVICES AGREEMENT BETWEEN BRYAN INDEPENDENT SCHOOL DISTRICT AND O'HANLON, DEMERATH & CASTILLO

This agreement is made between the Bryan Independent School District ("District") and O'Hanlon, Demerath & Castillo ("Firm") to provide legal services to the District in relation to the American Foundry Bryan LLC Chapter 403 application for tax abatement.

1. Firm's Personnel: Kevin O'Hanlon and Amalia Hanley will have primary responsibility for this engagement. Other attorneys, consultants and legal assistants in our office may also be used in the course of this matter. The use of such personnel will be based on the exercise of our professional judgment and will depend on the nature of the work to be performed and the qualifications, skill and specialized expertise needed to perform a particular aspect of a specific engagement.

2. Fees and Expenses: **Total fees shall be \$15,000 regardless of time billed and expenses incurred and shall be payable only out of the required application fee received by the District by the interested project company.**

3. Termination: You will have the right **to terminate** our representation **at any time**. In the event of any such termination, we will cooperate in all steps necessary to free us of any obligations to perform further, including the execution of any documents reasonably necessary to complete our withdrawal. The District will be responsible for our fees and expenses incurred to the date of termination under the terms of this agreement.

4. Conflict Issues: We have not detected any conflict between our firm and your interests. Further, we do not anticipate any conflict to arise in the future.

5. Miscellaneous: This letter agreement is governed by the laws of the State of Texas and is binding upon and inures to the benefit of both you and these firms and our respective heirs, legal representatives, successors, and assigns. This letter agreement constitutes the entire agreement between us with respect to matters involving the engagement of our firms and the payment of fees in connection with this engagement. Since the outcome of litigation or other legal matters is subject to the vagaries and risks inherent in the litigation or legal process, it is understood that we have made no promises or guarantees to you concerning any outcomes as a result of our representation. Nothing in this letter shall be construed as such a promise or guarantee.

6. Submission of Additional Documentation: Contemporaneously with the submission of this Engagement Letter we are submitting the following additional documentation

- a. A completed Vendor Conflict of Interest Disclosure Form (Texas Ethics Commission Form CIQ)

b. Completed Internal Revenue Service Form W-9

On a personal note, I am very pleased that are considering our firm to assist in this important project. We look forward to serving you, and we shall use our best efforts on your behalf. We firmly believe that the experience that our legal team brings to the engagement will enable the Client to both control its legal risk, while providing the highest possible benefit for the Client and its constituents.

---

Board President

Kevin O'Hanlon, Shareholder

BRYAN INDEPENDENT SCHOOL  
DISTRICT

O'HANLON, DEMERATH & CASTILLO

**Teaching and Learning**

1. Consider Approval of the 2024-2025 District Improvement Plan

65

# **Bryan Independent School District**

## **District Improvement Plan**

### **2024-2025**



# Mission Statement

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

## Vision

Children First. Always.

## Guiding Principles

- We commit to serving the minds and hearts of our children, families, staff, and community by modeling the Essential 8.
  - Kindness
  - Tolerance
  - Gratitude
  - Philanthropy
  - Work Ethic
  - Optimism
  - Courage
  - Leadership
- We provide a safe and inclusive environment so that every member of the school community can thrive.
- We lead by developing relationships built on trust and by instilling pride in our staff and students.
- We measure our success by the way we educate and celebrate the whole child.
- We value the diversity and unique gifts represented throughout our school community.
- We model servant leadership with integrity, service, and commitment.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Bryan ISD is located in the center of Brazos County. The median household income for Bryan, TX is \$46,813 with 23.2% of the people living in poverty (Census Bureau, 2020.)

The district currently serves 16,072 students (as of January 2024) in grades EE through 12. Enrollment is down slightly as compared to the prior year. Of the 16,072 students, 61% are Hispanic, 18% are White, 17% are Black/African American, and 4% are other races. Over the past 10 years, the percentage of Hispanic students has increased by approximately 14 percentage points while the percentage of White students has decreased by 11 percentage points. Our current Economically Disadvantaged percentage is 77%; up from 73% in 2020. Our Emergent Bilingual (30%) and At-Risk (72%) student groups have both seen an increase of over 7-8 percentage points in the past ten years. Our Special Education student group is up from 7% in 2009-2010 to 18% as of January 2024. Our Gifted and Talented percentage has remained stable at about 7-9% over the past three years.

Of the 1186 teachers in the district (according to the 2022-2023 TAPR), 63% are White, 25% Hispanic, 10% Black/African American, and 2% other races. In the 2022-23 school year, 10% (up from 8% in 2020-2021 and 2021-2022) of the teaching staff were new to the profession, 35% (down from 36%) had 1 to 5 years of experience, 19% (down from 20%) had 6 to 10 years, 23% (up from 22%) had 11 to 20 years, and 13% (down from 14%) had more than 20 years of experience.

Bryan ISD has 17 Title I, Part A campuses. Campus eligibility for Title I, Part A is determined by certain measures of poverty established by the USDE. The measure of poverty used by Bryan ISD to establish a campus's low-income percentage is the Community Eligibility Provision, a method of qualifying students for the National School Lunch Program. This measure is used to Identify eligible school attendance areas, determine the ranking of each area, and determine Title I, Part A allocations to campuses.

### Demographics Strengths

Demographic changes in the community over the past 15 years has increased the cultural diversity of the families served by BISD.

### Problem Statements Identifying Demographics Needs

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**Problem Statement 1 (Prioritized):** The Bryan ISD teaching workforce is primarily novice, with 45% of teachers having 5 or fewer years of teaching experience (Source: 2023 TAPR Report).

# Student Learning

## Student Learning Summary

Subject results from the 2022 and 2023 STAAR assessments are below. Due to the changes in the STAAR test in 2023, caution should be used when comparing results.

2023 STAAR Performance				2022 STAAR Performance			
	Approaches	Meets	Masters		Approaches	Meets	Masters
3rd Math	72%	41%	15%	3rd Math	70%	37%	16%
3rd Reading	71%	41%	14 %	3rd Reading	73%	45%	26%
4th Math	72%	48%	24%	4th Math	68%	35%	16%
4th Reading	77%	44%	19%	4th Reading	74%	46%	23%
5th Math	74%	41%	18%	5th Math	62%	40%	22%
5th Reading	71%	43%	18%	5th Reading	67%	39%	23%
5th Science	62%	31%	13%	5th Science	58%	31%	16%
6th Math	63%	28%	10%	6th Math	71%	35%	15%
6th Reading	63%	35%	14%	6th Reading	57%	28%	13%
7th Math	52%	28%	8%	7th Math	28%	5%	1%
7th Reading	65%	37%	15%	7th Reading	66%	38%	24%
8th Math	47%	14%	1 %	8th Math	50%	18%	4%
8th Reading	71%	39%	18%	8th Reading	68%	40%	25%
8th Science	63%	35%	10%	8th Science	63%	31%	14%
8th Social Studies	36%	13%	5%	8th Social Studies	38%	17%	9%
Algebra	66%	27%	12%	Algebra	61%	32%	18%
Biology	85%	45%	13%	Biology	77%	47%	13%
English I	62%	43%	10%	English I	53%	37%	6%
English II	68%	47%	6%	English II	61%	46%	5%
US History	92%	62%	33%	US History	88%	64%	36%

Bryan ISD administered students in grades K-12 the NWEA MAP Growth assessment during the 2022-2023 school year. The table below shows the MAP Growth results for Spring 2023. For most grades and subjects, district scores trended lower than the NWEA national norms set prior to the pandemic.

Grade	Reading		Math		Science	
	MAP	National Norm	MAP	National Norm	MAP	National Norm
K	135	153	138	157	-	-
1	150	171	156	176	-	-
2	165	186	171	189	168	188
3	181	197	184	201	186	196
4	194	205	200	211	196	201
5	203	211	211	219	202	206
6	206	215	212	223	207	208
7	210	218	219	227	211	211
8	211	222	211	230	208	213
9	213	221	227	227	-	213
10	213	224	-	231	-	214
11	216	225	-	233	-	215
12	215	224	-	225	-	

There continues to be a need for a comprehensive data program to assist with managing data from multiple sources so that the district can effectively monitor student performance and provide differentiated instruction. Additional professional development is needed to ensure all staff are able to effectively gather, analyze, and utilize the data.

### Student Learning Strengths

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** There is a need for a comprehensive program to manage student performance data from multiple sources and online testing.

**Problem Statement 2:** For most grades and subjects, district scores trended lower than the NWEA national norms set prior to the pandemic.

**Problem Statement 3 (Prioritized):** The Bryan ISD teaching workforce is primarily novice, with 45% of teachers having 5 or fewer years of teaching experience (Source: 2023 TAPR Report).

**Problem Statement 4 (Prioritized):** Additional social-emotional and mental health resources and supports are needed to effectively support the needs of our students.

# District Processes & Programs

## District Processes & Programs Summary

The core curriculum is provided for grades PreK- 12. It is revised annually to ensure that it is maintained and highly effective. Starting in 5th grade, the district provides a differentiated curriculum for Advanced, PreAP, AP, and IB courses. Provision for intervention for tested grade levels has been provided for core content areas. Enrichment is provided for students in all grade levels. At the elementary level, GT services are provided through classroom instruction for clustered students and pull-out classes taught by Advanced Academics Instructional Coaches. At the Intermediate level, advanced academic learners are served through Advanced Courses and the Aspire Academy. Inquire and Odyssey Academics serve grade 6th - 8th students in advanced academics as well as PreAP and advanced courses. The needs of advanced academic learners at the high school level are met through an array of programs including Advanced courses, Pre-AP courses, AP courses, AP Capstone, and International Baccalaureate. Bryan Collegiate is an Early College High School that provides students the opportunity to graduate high school with 60 college credits and/or an associate's degree at no cost to families.

Due to the number of homeless students in the district, some anticipated needs are clothing, hygiene products, food assistance, school supplies and social emotional needs. Under the McKinney-Vento Homeless Assistance Act, SCE, and Title I, the district works to ensure the needs of these students are met. In October 2023, the total number of homeless students was 513 district wide.

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

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

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

The turnover rate for teachers is 23.5%, which is above the State rate of 21.4% (TAPR, 2022-2023). Programs to support, retain, and attract teachers, as well as recruiting efforts such as job fairs, are needed to reduce this rate.

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

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

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

## District Processes & Programs Strengths

The Curriculum and Instruction Department has developed an aligned curriculum that is available in Schoology for each core subject area to provide clarity for teachers on how to best implement state standards, facilitate learning with rigor using aligned resources, and maximize their instructional time. Sample schedules with a recommended number of minutes are provided as a tool for delivering instruction.

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

The 2022 four-year graduation rate was 90.3%, down slightly from 91.0% in 2021, but up from 87.1% in 2019 and 89.7% in 2020. We have partnered with Texas A&M University to once again participate in the GEAR-UP program. Our current 8th graders will have the opportunity to visit college campuses and learn skills for success as they progress from 8th grade to college. These students will be tracked for data purposes.

### Advanced Academics

The district is participating in the College Board Pre-AP pilot employing the College Board's curriculum and resources for 9th grade Pre-AP classes. The SpringBoard curriculum program has been implemented in Pre-AP Language Arts classes for grades 6-8. Project Lead the Way curriculum has been implemented to meet the needs of students interested in advancing through engineering.

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

### Bilingual/ESL/Migrant

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

### Technology Services

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

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

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## **Problem Statements Identifying District Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Performance gaps between various student groups still exist; including, but not limited to, at-risk and not at-risk learners, economically disadvantaged and non-economically disadvantaged learners, Emergent Bilingual and non-Emergent Bilingual students.

**Problem Statement 2 (Prioritized):** Additional social-emotional and mental health resources and supports are needed to effectively support the needs of our students.

**Problem Statement 3:** Plan for replacing the district wide fiber optic network, and related maintenance contract, needed for the continued use of digital resources, including phone and internet services.

**Problem Statement 4:** Software purchase to replace enterprise software and student information system needed to increase work efficiencies.

# Perceptions

## Perceptions Summary

### Student Engagement

The percent of students graduating four years after they entered high school has increased since 2014. The Class of 2022 4-year graduation rate was 90.3%, down slightly from 2021, but up from the Class of 2020 rate of 89.7%, Class of 2019 rate of 87.1%, Class of 2018 rate of 86.6% and the Class of 2017 rate of 85.1%. While attendance rates for most sub-populations had remained relatively unchanged at 95.5 (+/- 1) for the 7 years prior to the pandemic, a decrease was seen during the past three years due to COVID. The attendance rate for 2021-2022 was 91.6% (TAPR, 2023).

### Staff Engagement

The teacher turnover data, as reported on the 2022-2023 TAPR, was 23.5%, which is up from the 2021-2022 rate of 18.9%, but down from an all-time high percentage of 26.4% in the 2013-2014 school year.

## Perceptions Strengths

Community partnerships include:

- TAMU Reading Clinic
- TAMU Mentoring UP
- Texas Child Health Access Through Telemedicine (TCHAT)
- LSSP Interns
- Clinical Teachers
- Research partnerships with various universities
- Year long clinical teacher residency partnerships

The Essential 8 program continues to grow and provide a common focus for the district with regard to character education.

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## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Teacher turnover rate remains above the state average of 21.4%.

# Priority Problem Statements

**Problem Statement 1:** The Bryan ISD teaching workforce is primarily novice, with 45% of teachers having 5 or fewer years of teaching experience (Source: 2023 TAPR Report).

**Root Cause 1:**

**Problem Statement 1 Areas:** Demographics - Student Learning

**Problem Statement 2:** There is a need for a comprehensive program to manage student performance data from multiple sources and online testing.

**Root Cause 2:**

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Performance gaps between various student groups still exist; including, but not limited to, at-risk and not at-risk learners, economically disadvantaged and non-economically disadvantaged learners, Emergent Bilingual and non-Emergent Bilingual students.

**Root Cause 3:**

**Problem Statement 3 Areas:** District Processes & Programs

**Problem Statement 4:** Additional social-emotional and mental health resources and supports are needed to effectively support the needs of our students.

**Root Cause 4:**

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

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Alternative Education Accountability (AEA) data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)

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- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

### **Student Data: Student Groups**

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

### **Student Data: Behavior and Other Indicators**

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

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### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data

- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data

#### **Parent/Community Data**

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

#### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

# Goals

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

**Performance Objective 1:** Increase the percentage of students achieving Meets Grade Level on STAAR Reading/Languages Arts, Math, Science, and Social Studies by 3 percentage points on Spring 2025 STAAR assessments as compared to Spring 2024.

**Evaluation Data Sources:** STAAR Results; DBA and Benchmark Results

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide language arts, math, science, and social studies collaboratives in STAAR-tested grade levels and a K-12 vertical team meeting focusing on alignment to standards and effective teaching strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Participating teachers will be prepared to plan and deliver aligned Tier 1 lessons which will lead to reduction in the gap between the state and Bryan ISD reading on STAAR performance.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Curriculum and Instruction Content Coordinators</p> <p><b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> District Vertical Team - Title II, A - \$2,500, Collaboratives - Title II, A - \$5,000, - Title I, A, - State Comp</p>	Formative		
	Nov	Mar	June
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide assessment technology and library resources to support the implementation of effective instructional and assessment strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Instructional Technology blended learning training and instructional resources allow standards-based and focused small group instruction to occur. Assessment technology provides support for students who need accommodations for testing. Curated library resources increase access to aligned literacy based instructional materials.</p> <p><b>Staff Responsible for Monitoring:</b> Asst. Director of Instructional Technology and Resources, Asst. Director of C&amp;I</p> <p><b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> - Local Funds - District, Quill, Newsela, Compass Learning - Title I, A, Quill, Newsela, Compass Learning - State Comp, Additional instructional resources - Title II, A - \$35,000</p>	Formative		
	Nov	Mar	June
			80

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide opportunities to educate principals, campus leaders, and teachers on the collection and analysis of MAP Growth, MAP Reading Fluency, and other data sources to provide appropriate and differentiated instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Data from state and local assessments will be analyzed and used to guide instructional decisions and responses.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Curriculum and Instruction Assistant Director of AREA</p> <p><b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> Instructional Coach - Title II, A - \$167,428, 27 FTE (Instructional coaches) - State Comp, Supplemental PD - Title II, A - \$30,000, - Local Funds - District</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Continue to train and calibrate district/campus leaders and conduct instructional rounds and walks focusing on specific best instructional practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved Tier 1 instruction and increased opportunities for teacher collaboration.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Curriculum and Instruction</p> <p><b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> Eduphoria - Local Funds - District, Eduphoria - Title I, A, - State Comp, Professional Development - Title II, A - \$5,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Develop and implement a well-rounded program of RLA instruction by providing instructional technology and instructional resources to support the implementation of effective RLA teaching strategies in grades K - 12 to ensure all students receive a high-quality education, close the achievement gap, and meet the academic needs of all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will experience quality instruction through the use of best instructional practices for ELA as indicated by available data.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Curriculum and Instruction ELA Curriculum Coordinators</p> <p><b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> - Title II, A</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
			81

Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Develop and implement a well-rounded program of science instruction by providing instructional technology and instructional resources to support the implementation of effective science teaching strategies in grades K - 12 to ensure all students receive a high-quality education, close the achievement gap, and meet the academic needs of all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will experience quality instruction through the use of best instructional practices for science as indicated by available data.</p> <p><b>Staff Responsible for Monitoring:</b> Asst. Director of Instructional Technology and Resources Science Curriculum Coordinator</p> <p><b>Results Driven Accountability</b></p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Develop and implement a well-rounded program of math instruction by providing instructional technology and instructional resources to support the implementation of effective math teaching strategies in grades K - 12 to ensure all students receive a high-quality education, close the achievement gap, and meet the academic needs of all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will experience quality instruction through the use of best instructional practices for math as indicated by available data.</p> <p><b>Staff Responsible for Monitoring:</b> Asst. Director of Instructional Technology and Resources Math Curriculum Coordinators</p> <p><b>Results Driven Accountability</b></p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Develop and implement a well-rounded program of social studies instruction by providing instructional technology and instructional resources to support the implementation of effective social studies teaching strategies in grades K - 12 to ensure all students receive a high-quality education, close the achievement gap, and meet the academic needs of all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will experience quality instruction through the use of best instructional practices for social studies as indicated by available data.</p> <p><b>Staff Responsible for Monitoring:</b> Asst. Director of Instructional Technology and Resources Social Studies Curriculum Coordinator</p> <p><b>Results Driven Accountability</b></p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
			82

Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> Support literacy instruction for at-risk learners in K - 4 by providing literacy-based instructional resources professional development and instructional coaching support that is determined by campus and/or teacher needs to achieve campus performance objectives in reading.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will experience quality instruction through the use of best instructional practices for literacy.</p> <p><b>Staff Responsible for Monitoring:</b> Elementary ELA Curriculum Coordinator</p> <p><b>Results Driven Accountability</b></p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 10 Details	Formative Reviews		
<p><b>Strategy 10:</b> Provide a structured schedule for all K - 4 classes to attend bi-weekly literacy activities in the library with dedicated time for students to check out a book of their choice.</p> <p><b>Strategy's Expected Result/Impact:</b> A structured library visit schedule will be followed and students will check out library books biweekly.</p> <p><b>Staff Responsible for Monitoring:</b> Library Program Coordinator</p> <p><b>Results Driven Accountability</b></p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

**Performance Objective 2:** Implement and maintain a high-quality PreK program to support student success.

**Evaluation Data Sources:** Increase at least 3 indicators on the Early Childhood Self-Assessment tool.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Support early literacy instruction by providing literacy and writing instructional resources, professional development, and instructional coaching support that is determined by campus and/or teacher needs to achieve campus performance objectives in reading and writing.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase number of students identified that can participate in the PreK Program. Increase development and acquisition of pre-literacy skills.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Director of Early Childhood Education</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide educators with skills to increase classroom instruction and build responsive classrooms through professional development opportunities and Social Emotional Learning to prevent and respond to challenging classroom behaviors.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement of academic learning while achieving behavior changes in inclusive learning environments where all children thrive through professional development services.</p> <p><b>Staff Responsible for Monitoring:</b> Assist. Director of Early Childhood Education</p> <p><b>Funding Sources:</b> Professional Development - Title II, A - \$8,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide high-quality instruction to increase student academic outcomes by implementing supplemental research-based -based instructional and evaluation tools.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student outcomes and minimize the educational gaps by implementing supplemental research-based instructional and evaluation tools that measure and improve effective teaching.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Director of Early Childhood Education</p> <p><b>Funding Sources:</b> - Title I, D - \$25,000, - Title II, A</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Support, coordinate, and integrate Title I, Part A services with early childhood education programs, including plans for the transition of program participants to local elementary school programs.</p> <p><b>Strategy's Expected Result/Impact:</b> Title 1A services will be efficiently utilized.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Director of Early Childhood Education</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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

**Performance Objective 3:** Increase the percentage of Emergent Bilingual students, including immigrant students, achieving Meet Grade Level on STAAR Reading/Language Arts by 3 percentage points on Spring 2025 STAAR assessments as compared to Spring 2024.

**Evaluation Data Sources:** STAAR, DBAs, Benchmarks

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide initial and ongoing professional development for administrators, ICs, and teachers on sheltered instruction, including implementation of the English Language Proficiency Standards (ELPS).</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student performance of Emergent Bilinguals, including immigrant students, as measured by STAAR, EOC, benchmarks, and DBAs.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Bilingual/ESL, Bilingual Coordinators</p> <p><b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> IC, 6 FTE - Title III, A - LEP - \$322,135, - Title III, A - LEP</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide English as a Second Language (ESL) and Bilingual certification information and opportunities for preparation courses to ICs, administrators, and teachers, including partnership with TAMU's Project EBEST.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduced waivers and exceptions by 25% of bilingual and ESL teachers submitted to TEA in November.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Bilingual/ESL, Assistant Director/Compliance Coordinator</p> <p><b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> - Title III, A - LEP, - Title III, A - LEP, ESL recruitment - State Comp</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
			86
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Collaborate with campus Language Proficiency Assessment Committee (LPAC) to ensure effective monitoring in order to meet the needs of all Emergent Bilinguals, including immigrants.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student performance of Emergent Bilinguals and immigrants as measured by STAAR, EOC, benchmarks, and DBAs.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Bilingual/ESL, Assistant Director/Compliance Coordinator</p> <p><b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> - Title III, A - LEP, - Title III, A - LEP</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Implement an effective means of outreach to community members and parents of Emergent Bilinguals and immigrant students to inform them of how they can be involved in their children's education and English language attainment to increase student achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student performance of Emergent Bilinguals, including immigrant students, as measured by STAAR, EOC, benchmarks, and DBAs.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Bilingual/ESL, Assistant Director</p> <p><b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> - Title III, A - LEP</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Provide enhanced instructional opportunities, resources, and support for Emergent Bilinguals/Immigrants including New Arrival Centers (NAC) to improve instruction for these students, which may include those with a disability.</p> <p><b>Strategy's Expected Result/Impact:</b> Achieve one year's growth or more in second language acquisition as measured by TELPAS.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Bilingual, Bilingual Coordinators</p> <p><b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> - Title III, A - LEP</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

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

**Performance Objective 4:** Increase the percentage of students receiving Special Education services achieving Meets Grade Level on STAAR Languages Arts, Math, Science, and Social Studies by 3 percentage points on Spring 2025 STAAR assessments as compared to Spring 2024.

**Evaluation Data Sources:** STAAR; MAP; CIRCLE; benchmarks; folder audits; meetings; classroom walk-throughs/special programs guidelines (fidelity dashboards); campus interventions

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Special Education administrators, instructional coaches, and specialists will provide initial and ongoing training to campus administrators and teachers to support the effective implementation of all special education policies and procedures in the least restrictive environment for eligible students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased knowledge, fidelity, and compliance with all SPED policies and procedures.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Education, Assistant Directors and Coordinators of Special Education</p> <p><b>Funding Sources:</b> - Local Funds - District</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Check-in meetings with campus principals that include progress monitoring update of interventions, and academic and behavioral performance of students receiving special education services and supports.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased communication between special education administrators, special education specialists, special education ICs and campus administration on academic and behavioral progress, and intervention needs of students in special education.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Education, Assistant Directors of Special Education and Coordinators of Special Education</p> <p><b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> - Local Funds - District</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
			88

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Monitor special education classrooms to evaluate the fidelity and effectiveness of instruction, and to support instruction by providing professional development, supplies, materials and technology, professional learning communities, and instructional coaching determined by campus and/or teacher needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved time on task, engagement, and learning experiences for students and improved instruction in special education classrooms.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Education, Assistant Directors and Coordinators of Special Education</p> <p><b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> - Local Funds - District</p>	Formative		
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

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

**Performance Objective 5:** Increase the percentage of migrant learners, including Priority First Services (PFS) students, achieving Meets Grade Level on STAAR Languages Arts, Math, Science, and Social Studies by 3 percentage points on Spring 2025 STAAR assessments as compared to Spring 2024.

**Evaluation Data Sources:** Migrant students, including Priority First Service (PFS) students, will increase their academic performance on District Assessments/ MAP/ Benchmarks/STAAR/EOC by increasing scores in academic areas (i.e. Reading, Writing, Math, Science & Social Studies) as identified for PFS.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide early childhood education for migrant students (3 years old or older who are enrolled not-in-membership in the district) to acquire school readiness skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase number of students identified that can receive "A Bright Beginning" curriculum services. Increase the number of identified children participating to 100%. Increase development and acquisition of pre-literacy skills.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Bilingual Education, Migrant Recruiter</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Monitor credit summaries of migrant students and ensure campus systems are in place for credit recovery opportunities (to be applied to graduation requirements), including Out of School Youth (OSY).</p> <p><b>Strategy's Expected Result/Impact:</b> Maintain 100% of students who graduate with their cohort. Successful completion of credit recovery courses/Edgenuity credit recovery courses.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Bilingual Education, Migrant Recruiter</p> <p><b>Results Driven Accountability</b></p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Analyze student needs through the disaggregation of migrant student data to provide more individualized support to increase academic success (regular school day/extended day/Saturday tutorials and electronic devices for homework assistance or access to research for high school students and out-of-school youth).</p> <p><b>Strategy's Expected Result/Impact:</b> Increase number of students passing courses, earning credits, passing district and state assessments, graduation rates, and high school equivalency diplomas for out of school youth.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Bilingual Education, Compliance Coordinator for Migrant program, Migrant Recruiter, Assistant Director of Interventions</p> <p><b>Results Driven Accountability</b></p>	<b>Formative</b> 90		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Provide enriching activities to include expansion of opportunities beyond Bryan/College Station (i.e. college visits, specialized camps, academic camps, educational trips within and out of state).</p> <p><b>Strategy's Expected Result/Impact:</b> Students continue to participate in academic camps/field trips such as Up Close trips to Washington D.C./Austin and college visits to learn about federal/state government procedures and application processes.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Bilingual Education</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Implement the Migrant PFS Action Plan (see Addendum) as per ESSA requirements.</p> <p><b>Strategy's Expected Result/Impact:</b> See Migrant PFS Action Plan Addendum</p> <p><b>Staff Responsible for Monitoring:</b> Title I, Part C Migrant Coordinator</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

**Performance Objective 6:** Increase the percentage of students who have previously failed or are at risk of failing STAAR achieving Meets Grade Level on STAAR Languages Arts, Math, Science, and Social Studies by 3 percentage points on Spring 2025 STAAR assessments as compared to Spring 2024.

**Evaluation Data Sources:** STAAR Results; DBA and Benchmark Results

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Develop and implement an aligned program of instruction in core content areas by providing a curriculum for teachers to use to deliver high-quality instruction, close the achievement gap, strengthen academic programs, and improve the learning environment to meet the academic needs of all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student performance as measured by STAAR, EOC, benchmarks, and DBAs.</p> <p><b>Staff Responsible for Monitoring:</b> C&amp;I Director</p> <p><b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> - Title I, A</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Identify students who may be at academic risk and provide additional educational and other assistance to individual students the district or school determines need help in meeting the challenging state academic standards.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student performance as measured by STAAR, EOC, benchmarks, and DBAs.</p> <p><b>Staff Responsible for Monitoring:</b> C&amp;I Director Assistant Director, Interventions &amp; SS504</p> <p><b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> - Title I, A, - State Comp, - ESSER</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
			92
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student performance as measured by STAAR, EOC, benchmarks, and DBAs.</p> <p><b>Staff Responsible for Monitoring:</b> C&amp;I Director</p> <p><b>Results Driven Accountability - Equity Plan</b></p> <p><b>Funding Sources:</b> - Title I, A, - Title II, A</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> The District Homeless Liaison will ensure support to homeless children and youth both academically and social emotional needs by eliminating barriers to enrollment and attendance, and supporting any needs for success of homeless children and youths, in coordination with the services the local educational agency is providing under the McKinney-Vento Homeless Assistance Act.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased attendance and decrease learning gap between all students and those that are homeless.. Improved student performance as measured by STAAR, EOC, benchmarks, and DBAs. Increase in the graduation rate.</p> <p><b>Staff Responsible for Monitoring:</b> Project Hope Homeless Coordinator</p> <p><b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> Title I Homeless Reserve - Title I, A - \$17,889, Support and materials for students experiencing homelessness - Grant, Homeless Coord and Assistant - Grant, Homeless Coord and Assistant Travel - State Comp</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable through coordination with institutions of higher education, employers, and other local partners and through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student performance as measured by STAAR, EOC, benchmarks, and DBAs.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Counseling</p> <p><b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> - Title I, A</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> 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, pregnant/parenting, immigrants) to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student performance and program effectiveness</p> <p><b>Staff Responsible for Monitoring:</b> Coordinator of ESSA and State Comp Ed.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
			93

Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Support the implementation of accelerated instruction, extended day/year learning opportunities, and summer school to improve the performance of students who require additional support by providing training, platform, and organizational processes.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the number of students that meet grade-level expectations as indicated by lexile, MAP Growth performance, and STAAR performance.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Curriculum and Instruction Assistant Director of Interventions</p> <p><b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> Summer School Staff and materials, including reams of paper for student instruction - Title I, A, Summer School Staff and materials, including reams of paper for student instruction - State Comp, Summer School Staff and materials - Local Funds - District, Summer School Staff Development - Title II, A, Extended Learning Program Staff - Title I, D, Summer Programs - ESSER</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Work collaboratively to ensure that students in specialized programs such as MTSS/RtI, Dyslexia, Section 504, ESL, Bilingual including immigrant and migrant, SPED, Title, At-Risk, Homeless, PreK, and GT are receiving appropriate literacy and mathematic support and instruction by providing initial training and ongoing professional development to support those instructional programs.</p> <p><b>Strategy's Expected Result/Impact:</b> Collaboration between departments for continuous review, adjustment, and improvement in instruction and support for students in special programs.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Curriculum and Instruction Director of SPED Director of Bilingual Education, Director of Counseling Services Director of Advanced Academics Assistant Director of Interventions Director of Talent Development</p> <p><b>Funding Sources:</b> - Local Funds - District, Reserve for students experiencing homelessness - Title I, A, McKinney-Vento - Grant, - Title III, A - LEP, - Title I, C - Migrant, C&amp;I, PD - State Comp</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 9 Details	Formative Reviews <sup>94</sup>		
<p><b>Strategy 9:</b> Support the district's MTSS/RtI framework by providing training and ongoing support in reading and mathematic strategies while utilizing the district's MTSS/RtI platform to document interventions, monitor student progress, and make adjustments as needed to support the needs of all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will document and monitor student progress.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Director, Interventions &amp; SS504 Content coordinator</p> <p><b>Funding Sources:</b> Branching Minds, Read 180 - Local Funds - District, - Title II, A, - Title I, A, Branching Minds, Read 180 - State Comp</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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

**Performance Objective 7:** Meet retention targets (grades 6-8: 85%; grades 8-9: 70%; grades 9-12: 85%) for secondary performing arts programs and increase participation in advanced visual arts courses.

**Evaluation Data Sources:** Director of Fine Arts will evaluate student registration data.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Create and utilize vertical alignment time in Master Schedule to bridge the gap for students to remain in program from 6th - 12th grade.</p> <ul style="list-style-type: none"> <li>o Middle School Directors (Band, Choir Orchestra) travel to Intermediate campuses to build relationships and promote Middle School programs.</li> <li>o High School Directors travel to Middle School campuses to do the same.</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Increase in retention and improve instructional alignment across the district.  <b>Staff Responsible for Monitoring:</b> Director of Fine arts</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Promote the 7 year Performing Arts Plan to students and parents throughout the year at program specific events.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase retention.  <b>Staff Responsible for Monitoring:</b> Director of Fine Arts</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Increase effective communication from teachers with parents through email, direct mail, and parent meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parental involvement.  <b>Staff Responsible for Monitoring:</b> Director of Fine Arts</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Work with campus principals, counselors, and directors to implement recruiting and retention plan.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased retention.  <b>Staff Responsible for Monitoring:</b> Director of Fine Arts</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

**Performance Objective 8:** Increase the percentage of students in LOTE classes who achieve the proficiency level indicated by the TEKS by at least 2 percentage points by the end of the course.

**Evaluation Data Sources:** Avant Test

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide instructional technology (Vista Higher Learning, Avant, etc.) and instructional resources to support the implementation of effective teaching strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Instructional technology and resources allow standards-based instruction to occur. Blended Learning strategies will be incorporated into planning to support quality Tier 1 instruction. Avant testing will be used to measure growth in language competencies.</p> <p><b>Staff Responsible for Monitoring:</b> World Languages Curriculum Coordinator</p>	Formative		
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Goal 2:** Support a culture and climate that encourages a shared responsibility for a physically and emotionally safe learning environment which encourages engagement in both academic and extracurricular activities.

**Performance Objective 1:** Increase the district's student attendance rate from 93.8% to 95.0% by May 2025.

**High Priority**

**Evaluation Data Sources:** Audit of student attendance folders, attendance reports

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Assistant Principals will receive ongoing professional development to support the monitoring of attendance weekly and Chronic Absenteeism, the use of attendance committees at monthly Foundations Team Meetings, the identification/mitigation of attendance barriers, and the use Truancy Prevention Measures.</p> <p><b>Strategy's Expected Result/Impact:</b> Truancy Prevention Measures will be implemented and documented based on student need.</p> <p><b>Staff Responsible for Monitoring:</b> Administrator of Student Affairs</p> <p><b>Funding Sources:</b> - Local Funds - District</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> The Dropout Prevention Specialists, and Juvenile Case Managers will assist campuses in the monitoring of Chronic Absenteeism, identification/mitigation of attendance barriers, and Truancy Prevention Measures as a preventative measure for Dropout Reduction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased attendance and student engagement</p> <p><b>Staff Responsible for Monitoring:</b> Executive Directors of School Leadership</p> <p><b>Funding Sources:</b> 2 FTE (Drop out prevention specialists), materials, travel - State Comp, 1 FTE (Director of Student Services), materials, travel - ESSER</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
			98
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Attendance software that monitors good attendance, chronic absenteeism, truancy, and recognition and interventions will be implemented to provide campuses and district staff a way to more effectively monitor Truancy Prevention Measures and align with State expectations. (ie RaaWee)</p> <p><b>Strategy's Expected Result/Impact:</b> Chronic Absenteeism and Truancy Prevention Measures will be implemented and documented based on student need, resulting in better attendance and engaged students.</p> <p><b>Staff Responsible for Monitoring:</b> Administrator of Student Affairs</p> <p><b>Funding Sources:</b> RaaWee Program - Local Funds - District</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Homeless Attendance Case Manager will monitor attendance for all identified homeless students and implement interventions and incentives to support the needs of our homeless students and reduce barriers.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the attendance rate for homeless students as compared to the entire district population.</p> <p><b>Staff Responsible for Monitoring:</b> Coordinator of Project Hope</p> <p><b>Funding Sources:</b> TECHY - Grant - \$85,000</p>	Formative		
	Nov	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 2:** Support a culture and climate that encourages a shared responsibility for a physically and emotionally safe learning environment which encourages engagement in both academic and extracurricular activities.

**Performance Objective 2:** Ensure 80% of Counselor time is spent on the components of the Comprehensive Guidance Program: Guidance Curriculum, Individual Planning, Responsive Services, and System Support to ensure social-emotional learning and mental health support for students.

**Evaluation Data Sources:** Partnerships, counselor time study, small group meeting schedule, lesson and activity documentation document

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Counselor collaboration to create, modify, and implement age-appropriate guidance lessons, Anti-bullying, Suicide Prevention/Healthy Emotions, Dating Violence/Healthy Relationships, Drug and Alcohol Prevention including Fentanyl, and Anti-Victimization, Sex Trafficking and other maltreatment of children, while integrating in the Essential Eight.</p> <p><b>Strategy's Expected Result/Impact:</b> Decreased bullying claims, decreased DAEP placements for controlled substances</p> <p><b>Staff Responsible for Monitoring:</b> Director of Counseling</p> <p><b>Funding Sources:</b> - Local Funds - District</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> High School, Middle School and Intermediate Counselors will facilitate guidance lessons that support the Essential Eight and focus on Social Emotional Learning and the 5 components of CASEL.</p> <p><b>Strategy's Expected Result/Impact:</b> Decreased student behavioral referrals and increase avenues for mental and emotional support, along with opportunities for referrals.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Counseling</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Middle and High School Counselors will collaborate with a select group of teachers to integrate guidance curriculum, utilizing the Core Project lessons, into the academic curriculum.</p> <p><b>Strategy's Expected Result/Impact:</b> Decreased student referrals. Passing rate of courses in which Teachers and Counselors are working together to disseminate curriculum.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Counseling</p>	<b>Formative</b> 100		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Foster partnerships with district and outside organizations to support mental health services (District Social Workers, District Student Support Counselor, LSSP interns, TCHAT, MHMR, BVCASA, etc.)</p> <p><b>Strategy's Expected Result/Impact:</b> More support for the mental health needs of students</p> <p><b>Staff Responsible for Monitoring:</b> Director of Counseling</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Goal 2:** Support a culture and climate that encourages a shared responsibility for a physically and emotionally safe learning environment which encourages engagement in both academic and extracurricular activities.

**Performance Objective 3:** Students and staff will report on the annual survey that they feel at least as safe on campus in 2024-2025 as they did in 2023-2024.

**Evaluation Data Sources:** Annual survey  
Safety audit results

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Each campus will conduct safety drills according to the following schedule: Fire Drills: once each month for every month containing at least ten school days; Secure Drills: one each school year; Lockdown Drills: one each semester; Evacuation Drills: one each school year, in addition to monthly Fire Drills; Shelter Drills: one each school year for Hazardous Materials, one each year for Severe Weather.</p> <p><b>Strategy's Expected Result/Impact:</b> Campuses will conduct required monthly safety drills so all involved know what to do in the case of an emergency.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director, Operations</p> <p><b>Funding Sources:</b> - Local Funds - District</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Campus administration will communicate safety procedures and concerns to staff and students.</p> <p><b>Strategy's Expected Result/Impact:</b> Communication 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.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director, Operations</p> <p><b>Funding Sources:</b> - Local Funds - Campus</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
			102
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Work to provide a greater awareness of B-Safe App to students, staff, parents, and the community.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents, staff and students are encouraged to follow a "see something, say something" mindset in anonymously reporting suspicious behavior to a 24/7 report team, who will notify law enforcement if necessary. The app is tied to Crime Stoppers and will allow the person who reports suspicious behavior to communicate directly with the B-Safe support team to clarify or gather more information.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director, Operations</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> 100% of BISD Campuses will continue to implement campus safety committees to monitor safety of all students and staff. <b>Strategy's Expected Result/Impact:</b> Increased safety on all campuses. <b>Staff Responsible for Monitoring:</b> Executive Director, Operations	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> The district will continue to offer training in all aspects of bullying identification and prevention, reporting procedures, tracking, and communicating expectations to both students and staff. <b>Strategy's Expected Result/Impact:</b> Reduction of bullying <b>Staff Responsible for Monitoring:</b> Director of Counseling	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> School Resource Officers and armed security officers will provide services consistent with the terms of the comprehensive safety programs and the Board policy. <b>Strategy's Expected Result/Impact:</b> Increased safety <b>Staff Responsible for Monitoring:</b> Executive Director, Operations	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

**Goal 2:** Support a culture and climate that encourages a shared responsibility for a physically and emotionally safe learning environment which encourages engagement in both academic and extracurricular activities.

**Performance Objective 4:** Protect the integrity, confidentiality, and availability of student and staff data.

**Evaluation Data Sources:** Annual Employee Cybersecurity Training, Annual Digital Citizenship Training for Students, Cybersecurity Meeting Documents, Texas Cybersecurity Framework, Data Privacy Agreements

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide professional development to designated staff on best practices in cybersecurity. <b>Strategy's Expected Result/Impact:</b> Increased knowledge and reduction in security breaches <b>Staff Responsible for Monitoring:</b> Executive Director of Technology Services	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Provide lessons for students regarding cyber safety and digital citizenship. <b>Strategy's Expected Result/Impact:</b> Increased online safety <b>Staff Responsible for Monitoring:</b> Executive Director of Technology Services	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Quarterly meetings of the cybersecurity committee to evaluate current best practices and improve district performance on the Texas Cybersecurity Framework. <b>Strategy's Expected Result/Impact:</b> Meeting Agendas, Improved score on Texas Cyber Security Framework <b>Staff Responsible for Monitoring:</b> Executive Director of Technology Services	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			
			104

**Goal 2:** Support a culture and climate that encourages a shared responsibility for a physically and emotionally safe learning environment which encourages engagement in both academic and extracurricular activities.

**Performance Objective 5:** Establish a positive school culture and climate that encourages a shared responsibility for a physically and emotionally safe learning environment.

**Evaluation Data Sources:** Discipline data  
Student involvement

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 100% of schools will engage in professional development with Safe and Civil Schools throughout the 2023-2024 school year.  <b>Strategy's Expected Result/Impact:</b> Decrease in discipline  <b>Staff Responsible for Monitoring:</b> Executive Director of School Leadership &amp; Coordinator of Climate and Culture.</p> <p><b>Results Driven Accountability</b></p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Each campus will develop a school-based team that will attend regularly scheduled district-level trainings and on-site school based team meetings.  <b>Strategy's Expected Result/Impact:</b> Building an effective team is a critical first step that, if accomplished successfully, should lead to long-term school-based management of instructional discipline and support  <b>Staff Responsible for Monitoring:</b> Executive Director of School Leadership &amp; Coordinator of Climate and Culture.</p> <p><b>Results Driven Accountability</b></p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> All campuses will implement the Foundations program through Safe and Civil Schools.  <b>Strategy's Expected Result/Impact:</b> Reductions in disciplinary referrals, suspensions, and expulsions  Increases in staff coordination, consistency, and collegiality  Improvements in school climate  <b>Staff Responsible for Monitoring:</b> Executive Director of School Leadership &amp; Coordinator of Climate and Culture.</p> <p><b>Results Driven Accountability</b></p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Continue the work of the Essential Ambassadors, a group of middle and high school students, to lead change and improvement efforts in the district.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student involvement and input Improved campus culture and climate</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of School Leadership - High Schools</p>	Formative		
	Nov	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 3:** Recruit and maintain a high-quality workforce through competitive benefits and differentiated professional learning.

**Performance Objective 1:** The teacher turnover rate will decrease from 18.9%, as reflected in the 2021-2022 TAPR report to XX% in 2024-2025.

**Evaluation Data Sources:** Retention rate data on the TAPR; employee survey

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Participate in State and local job fairs in the Fall, Spring and Summer to support the recruitment and hiring of highly effective teachers and personnel, including highly effective teachers in hard-to-fill positions and teachers who became certified through State and local alternative routes to certification.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in teacher recruiting and hiring; increase in student achievement (in first year teacher classrooms).</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Director of HR</p> <p><b>Funding Sources:</b> Registration and Travel - Title II, A</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Attract teachers through professional development, coaching, and mentoring to increase their ability to meet and exceed student growth measures, thereby making them eligible to become a Teacher Incentive Allotment designated teacher.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased teacher attraction due to the district's application to the Teacher Incentive Allotment, Cohort D.</p> <p><b>Staff Responsible for Monitoring:</b> Assoc Superintendent</p> <p><b>Equity Plan</b></p> <p><b>Funding Sources:</b> Professional development - Title II, A, Reading academies - ESSER, Reading academies - State Comp, Teacher Incentive Allotment - Local Funds - District</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
			107
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Coordinate activities under Title II, Part A with other related strategies, programs, and activities being conducted in the community by identifying student/staff need and seeking input from applicable community partners.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased teacher retention and improved student performance as measured by STAAR, EOC, benchmarks, and DBAs.</p> <p><b>Staff Responsible for Monitoring:</b> Associate Superintendent of Teaching and Learning</p> <p><b>Funding Sources:</b> - Title II, A</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Increase the opportunity for all stakeholders to provide feedback through the "Snacks with the Supt." model. All campuses and community groups have the opportunity to provide input.</p> <p><b>Strategy's Expected Result/Impact:</b> Higher staff and community satisfaction.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Human Resources</p>	Formative		
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Goal 3:** Recruit and maintain a high-quality workforce through competitive benefits and differentiated professional learning.

**Performance Objective 2:** Increase employee satisfaction with professional learning opportunities in Bryan ISD by 3 percentage points as reflected on the annual staff survey as compared to the Spring 2024 Survey.

**Evaluation Data Sources:** annual staff survey data

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Develop and implement a highly effective district-wide professional development program that specifies essential learnings for teachers based on the teaching assignment and years of experience. (More information can be found in the Professional Development and Required Staff Development DMA Local Addendum)</p> <p><b>Strategy's Expected Result/Impact:</b> PD survey results indicate that professional development meets the needs of teachers.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Talent Development Director of Curriculum &amp; Instruction</p> <p><b>Equity Plan</b></p> <p><b>Funding Sources:</b> PD and Evaluation Core - Title II, A, PD and Evaluation Core - Title I, A</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide Essential 8 professional development for all new hires to Bryan ISD.</p> <p><b>Strategy's Expected Result/Impact:</b> Sustainment of the tenets of the Essential 8</p> <p><b>Staff Responsible for Monitoring:</b> Director of Counseling</p> <p><b>Funding Sources:</b> - Local Funds - District</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Essential 8 lessons will be shared monthly and will include activities for teachers to continue teaching and reinforcing the E8 trait beyond the weekly lesson.</p> <p><b>Strategy's Expected Result/Impact:</b> E8 traits will be evident at each grade level on all campuses.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Counseling</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Bryan ISD will foster an environment for teachers to grow as leaders by supporting them through obtaining their National Board certification in partnership with the Region 6 ESC.</p> <p><b>Strategy's Expected Result/Impact:</b> To increase the number of teachers that have obtained their National Board certification by participating in a rigorous professional development program to obtain the certification.</p> <p><b>Staff Responsible for Monitoring:</b> Director of HR</p> <p><b>Funding Sources:</b> - Title II, A</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Through the development and implementation of Blended Learning professional development at the secondary campuses, Bryan ISD will increase the opportunities for students to participate in more personalized learning experiences.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student engagement, increased student learning, increased student performance and increased student preparedness for post-secondary success.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Director of C&amp;I, Technology Instructional Support</p> <p><b>Funding Sources:</b> - Local Funds - District</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Coordinate Title II, Part A professional development activities with professional development activities provided through other federal, state, and local programs. Prioritize Title II, Part A professional development funds to increase teacher effectiveness at schools served under Title I School Improvement and schools that have the highest percentage of children counted under Title I.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased teacher retention and improved student performance as measured by STAAR, EOC, benchmarks, and DBAs.</p> <p><b>Staff Responsible for Monitoring:</b> Assoc Supt T&amp;L, Coord. Grants and Special Revenue</p> <p><b>Funding Sources:</b> - Title II, A - \$8,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 7 Details	Formative Reviews <sup>110</sup>		
<p><b>Strategy 7:</b> Provide professional development opportunities focused on improving instructional leadership capacity to recruit, support, and retain effective teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased teacher retention due to improved coaching and development of teachers.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Talent Development</p> <p><b>Funding Sources:</b> - Title II, A, - ESSER</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>

Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Campus and district administrators will receive coaching and support through T-TESS calibration training with a focus on best practices for classroom instruction to ensure T-TESS evaluations (walkthroughs and formal observations) are aligned with the T-TESS rubric, as noted in our Teacher Incentive Allotment application.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased teacher retention; higher quality feedback to teachers</p> <p><b>Staff Responsible for Monitoring:</b> Director of Talent Development</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> Provide professional development (Setting the Vision and Designing a Framework for Specialized Behavioral Settings) for administrators to facilitate a collaborative discussion with special education stakeholders to develop a working vision and framework for specialized behavioral settings.</p> <p><b>Strategy's Expected Result/Impact:</b> Participants will engage in collaborative discussion to address philosophy and systems, which may include: Mission/Vision of specialized behavioral settings, Identification of goals for service programs, Identification of staff roles and responsibilities, Alignment of staff supports in the continuum of services, Identification of student criteria for service considerations, Identification of implemented tiered interventions prior to service consideration</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Special Programs</p> <p><b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> - Title II, A - \$3,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 3:** Recruit and maintain a high-quality workforce through competitive benefits and differentiated professional learning.

**Performance Objective 3:** All new to Bryan ISD teachers with zero years of experience will be supported by the BISD Mentoring & New Teacher Academy.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Retain teachers by implementing a districtwide campus-based mentoring and coaching program for teachers with zero-years of experience.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased teacher retention</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director School Leadership &amp; Coordinator of Mentorship</p> <p><b>Equity Plan</b></p> <p><b>Funding Sources:</b> Dir. Talent Development - State Comp - \$19,800, Dir. Talent Development - Title I, A - \$40,200</p>	Formative		
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Goal 4:** Actively partner with students, families, staff, and the community to promote collaborative stakeholder engagement to achieve the district's vision.

**Performance Objective 1:** Connect every Bryan ISD campus with a faith-based partner.

**Evaluation Data Sources:** Volunteer reports, mentoring program guidelines, partnering organizations directory, campus partner reports

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Monitor and update the faith-based partnerships' report.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased number of campuses directly impacted by faith-based partnerships.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Employee and Community Relations</p>	Formative		
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Goal 4:** Actively partner with students, families, staff, and the community to promote collaborative stakeholder engagement to achieve the district's vision.

**Performance Objective 2:** Proactively enhance community relations and perception of Bryan ISD by engaging the students, community, higher education, and district employees.

**Evaluation Data Sources:** Meeting agendas and minutes; media and social media metrics

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Hold three meetings with Superintendent's Advisory Council, and follow up on feedback. <b>Strategy's Expected Result/Impact:</b> Three meetings are held and notes from meetings reflect a response to feedback. <b>Staff Responsible for Monitoring:</b> Director of Employee and Community Relations	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Hold three meetings with Superintendent's Parent Advisory Council, and follow up on feedback. <b>Strategy's Expected Result/Impact:</b> Three meetings are held and notes from meetings reflect a response to feedback. <b>Staff Responsible for Monitoring:</b> Director of Employee and Community Relations	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Hold three meetings with Superintendent's Student Advisory Council, and follow up on feedback. <b>Strategy's Expected Result/Impact:</b> Three meetings are held and notes from meetings reflect a response to feedback. <b>Staff Responsible for Monitoring:</b> Director of Employee and Community Relations	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Continue enhancing the perception of Bryan ISD through a positive relationship with local media outlets. <b>Strategy's Expected Result/Impact:</b> Maintain 200 positive stories on Bryan ISD between August 2023 - June 2024. <b>Staff Responsible for Monitoring:</b> Executive Director of Communications and Public Affairs	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Continue enhancing the perception of Bryan ISD through a progressive social media strategy that utilizes analytics and social media psychology. <b>Strategy's Expected Result/Impact:</b> Maintain a reach of about 25,000 people each week through all district-level social media platforms. <b>Staff Responsible for Monitoring:</b> Assistant Director of Communications and Marketing	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Goal 4:** Actively partner with students, families, staff, and the community to promote collaborative stakeholder engagement to achieve the district's vision.

**Performance Objective 3:** Engaging community, parents, and staff as partners in the academic and social-emotional development of students.

**Evaluation Data Sources:** Parent involvement activities at the district and campus level. Staff development activities.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide professional development for all staff that includes mental health, trauma informed care, bullying prevention, sexual abuse, sex trafficking and other maltreatment of children.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased awareness how mental health and traumatic events affect student success.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Counseling</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Coordinate and provide technical assistance and other support to assist the implementation of effective parent and family involvement activities through regular meetings and staff training to build the capacity of campus Parent and Family Engagement programs and improve student academic achievement and school performance.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase engagement of parents with their child's school.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Counseling, Coordinator Grants and Special Revenue Funds</p> <p><b>Funding Sources:</b> - Local Funds - District, - Title I, A</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide parent and community informational sessions supporting the district initiatives and needs to increase student success and provide supports to families.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased engagement of parents and community in schools.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Counseling, Project Hope Coordinator</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
			116
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Initiate and grow community partnerships that support the Essential Eight and lead to shared activities between these community agencies/businesses and campuses.</p> <p><b>Strategy's Expected Result/Impact:</b> Growth in community partnerships</p> <p><b>Staff Responsible for Monitoring:</b> Director of Counseling Services</p> <p><b>Funding Sources:</b> Essential Eight posters and community yard signs - Title I, A - \$860</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>

Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Establish expectations for meaningful parent and family engagement through an annual meeting in the spring at which Bryan ISD parents and district personnel jointly review/revise and agree upon the district Parent and Family Engagement Policy. The policy will be written in an understandable language, made available to parents and the local community, and updated periodically to meet the changing needs of parents and our schools.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase engagement of parents with their child's school.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Counseling, Executive Director of Communications and Public Affairs</p> <p><b>Funding Sources:</b> - Title I, A</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> To involve parents and families in the development of the District Improvement Plan, Bryan ISD parents and district personnel will meet annually in the spring to jointly review/revise and agree upon the district improvement plan. The plan will be written in an understandable language, made available to parents and the local community, and updated periodically to meet the changing needs of parents and our schools.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase engagement of parents with the district.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Accountability, Research, Evaluation, and Assessment</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> To involve parents and families in the development of the District Improvement Plan, Bryan ISD parents and district personnel will meet annually in the spring to jointly review/revise and agree upon the district improvement plan. The plan will be written in an understandable language, made available to parents and the local community, and updated periodically to meet the changing needs of parents and our schools.</p> <p><b>Strategy's Expected Result/Impact:</b> Effective parent and family engagement (PFE)</p> <p><b>Staff Responsible for Monitoring:</b> Director of Counseling, Coordinator Grants and Special Revenue Funds</p> <p><b>Funding Sources:</b> - Title I, A</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
117			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Goal 5:** Ensure all students are equipped with the necessary tools for postsecondary success.

**Performance Objective 1:** Increase the graduation rate by 1 percentage point from the 2023 graduation rate.

**Evaluation Data Sources:** TEA Cohort list, TEA graduation report, eschool withdraw codes, Onpoint graduation report.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Develop and implement a plan to ensure that students at-risk of not graduating remain in school and receive appropriate support.  <b>Strategy's Expected Result/Impact:</b> Increased graduation rate; students receive support needed to be successful.  <b>Staff Responsible for Monitoring:</b> Executive Director, School Leadership</p> <p><b>Results Driven Accountability</b>  <b>Funding Sources:</b> 1 FTE (Director of Student Services2), dues, travel - State Comp, 2 FTE (Drop Out Prevention Specialist) - Local Funds - Campus</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide a program of support for students placed at local correctional facilities to enable them to meet state academic standards, transition from institutionalization to further education or employment and reduce the drop out rate of these students through tutoring, extended learning programs, and transition services.  <b>Strategy's Expected Result/Impact:</b> Students receive support needed to be successful, Increased graduation rates, reduce dropout rates  <b>Staff Responsible for Monitoring:</b> Executive Director, School Leadership</p> <p><b>Results Driven Accountability</b>  <b>Funding Sources:</b> 3 FTE (JJC staff) - State Comp, 2 FTE (JJC IA and transition spec), Tutoring Services, Instructional Materials - Title I, D</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide an opportunity for accelerated, self-paced course completion or credit and grade recovery with a computer assisted program as well as individual assistance for struggling students to enable these students to perform at grade level and graduate on time.  <b>Strategy's Expected Result/Impact:</b> Increased graduation rates  <b>Staff Responsible for Monitoring:</b> Director of Curriculum &amp; Instruction</p> <p><b>Results Driven Accountability</b>  <b>Funding Sources:</b> 53 FTE (MC Harris staff) - State Comp, Student computers - JJC - Title I, D</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Develop and implement a plan for high school counselors and College and Career Center staff to work with students to monitor individual 4-year plans, credit accrual, state assessments and progress toward graduation.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased graduation rates</p> <p><b>Staff Responsible for Monitoring:</b> Director of School Counseling, Lead High School Counselors</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Implement a master scheduling plan and program for grades 5-12 that will provide students and teachers with the best educational setting and experience.</p> <p><b>Strategy's Expected Result/Impact:</b> Decreased conflicts in the master schedule, increased percent of students fully scheduled during master schedule run, more balanced class periods and overall teaching loads</p> <p><b>Staff Responsible for Monitoring:</b> Director of Counseling Services, Campus Master Schedule Teams</p> <p><b>Funding Sources:</b> Cardonex - ESSER - \$58,480</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 5:** Ensure all students are equipped with the necessary tools for postsecondary success.

**Performance Objective 2:** Increase the percentage of students meeting CCMR standards by 2% percentage point over 2024.

**Evaluation Data Sources:** CCMR rate

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Develop and implement a plan to increase the number of students prepared to earn postsecondary credit.  <b>Strategy's Expected Result/Impact:</b> Increase in the number of students enrolling in Advanced, Pre-AP, AP, IB, and Dual credit courses  <b>Staff Responsible for Monitoring:</b> Director of Advanced Academics</p> <p><b>Funding Sources:</b> - Local Funds - District</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Increase student knowledge of and preparation for college readiness assessments.  <b>Strategy's Expected Result/Impact:</b> Increase the percentage of students meeting TSI criteria for both reading &amp; math by 2 percentage points.                      Projected for Class of 2023 Reading 44%, Math 38%, Both 34%  <b>Staff Responsible for Monitoring:</b> Director of Advanced Academics, Director of School Counseling</p> <p><b>Funding Sources:</b> - Local Funds - District</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Build teacher capacity to deliver rigorous and engaging college-level instruction.  <b>Strategy's Expected Result/Impact:</b> Increase the percentage of graduates by 2 percentage points who met the criterion on any AP/IB exam for CCMR. Projected for the Class of 2023 was 15.6%.  <b>Staff Responsible for Monitoring:</b> Director of Advanced Academics</p> <p><b>Results Driven Accountability</b>  <b>Funding Sources:</b> - Local Funds - District</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
			120

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> 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, and Blinn.</p> <p><b>Strategy's Expected Result/Impact:</b> Opportunities for participation in workforce and Blinn and Rellis programs, College Night at Rellis, HYPE, 8th Career Fair and other activities that give them information needed to plan for the future</p> <p><b>Staff Responsible for Monitoring:</b> Director of Counseling Services</p> <p><b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> - Local Funds - District</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Middle and High School 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will gain a better understanding of how their course choices effect future choices once they graduate from high school, 4-year plan and graduation plan data.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Counseling Services</p> <p><b>Funding Sources:</b> - Local Funds - District</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Implement AVID EMERGE in grades 9-12 New Arrival Center to support language acquisition and academic skill-building for long-term emergent bilingual students. Professional development will train teachers on how to best serve these students to fill academic gaps.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased percentage of graduates who are college and career ready</p> <p><b>Staff Responsible for Monitoring:</b> Director of Advanced Academics and Director of Bilingual Programs</p> <p><b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> 14 FTE (NAC staff) - State Comp</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
			121
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Conduct AVID Summer Bridge program for 7th-grade math, Algebra Readiness, and Science. Students will participate in activities to prepare them for the upcoming year's Advanced Academics Math and Science classes by preventing summer learning loss.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased participation and success in PreAP Math and Science in middle school</p> <p><b>Staff Responsible for Monitoring:</b> Director of Advanced Academics</p> <p><b>Funding Sources:</b> - Title I, A, - State Comp</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>

Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Implement AVID Excel in grades 6-8 to support language acquisition and academic skill-building for long-term emergent bilingual students. Professional development will train teachers on how to best serve these students to fill academic gaps.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased success and participation in advanced academic classes upon entering high school Increased academic performance in middle school</p> <p><b>Staff Responsible for Monitoring:</b> Director of Advanced Academics and Director of Bilingual Programs</p> <p><b>Funding Sources:</b> - Title III, A - LEP</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> Support and expand AVID (PD-12) in Bryan ISD to support students in advanced academic courses and improve college readiness. Provide professional development for teachers, counselors, and administrators through AVID. This PD is focused on helping low-income, first-generation, at-risk students gain academic skills and support them in advanced academics.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student success in advanced academic courses as well as other classes Increased college readiness as seen in STAAR, EOC, PSAT, SAT, ACT</p> <p><b>Staff Responsible for Monitoring:</b> Director of Advanced Academics</p> <p><b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> Instr materials, Conf reg/trav - ESSER, Conf reg/trav - Title II, A</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 10 Details	Formative Reviews		
<p><b>Strategy 10:</b> Partner with TAMU for the GEAR UP Grant that is focused on the Class of 2026. This grant provides staff, materials, and opportunities to increase college readiness.</p> <p><b>Strategy's Expected Result/Impact:</b> The class of 2026 will have decreased dropout rate, increased graduation rate and increased college enrollment.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Advanced Academics, GEAR UP Grant Coordinator, Director of Counseling.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 11 Details	Formative Reviews 122		
<p><b>Strategy 11:</b> Implement Project Lead the Way in grades K-8 in order to promote student interest and increase achievement in advanced STEM sciences.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the achievement and participation in advanced level STEM courses, advanced placement and international baccalaureate.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Advanced Academics</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>			

**Goal 5:** Ensure all students are equipped with the necessary tools for postsecondary success.

**Performance Objective 3:** At least 75% of CTE completers (CT Indicator 7) within a program of study that offers a State-recognized industry certificate will earn the industry-based certificate in 2024-2025.

**Evaluation Data Sources:** CTE certifications posted in Eduthings and verified through certifying entity by CTE Administrative team

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide Professional Development to all CTE teachers to ensure they have a clear understanding of: certification requirements, benefits to students, process for reporting test results.</p> <p><b>Strategy's Expected Result/Impact:</b> increase in numbers testing; increase in accurate results reporting</p> <p><b>Staff Responsible for Monitoring:</b> Director of CTE &amp; Assistant Director CTE</p> <p><b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> Perkins V grant funds - Grant, - Local Funds - District</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide CTE curriculum and support that will ensure that teachers are addressing skills needed to increase success rates among students seeking industry certifications.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in passing rate on certification tests</p> <p><b>Staff Responsible for Monitoring:</b> Director of CTE &amp; Assistant Director CTE</p> <p><b>Funding Sources:</b> CTE Coordinators, supplies and materials; vertical teaming, and horizontal teaming - Local Funds - District, - Grant</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Increase the percentage of teachers holding the same certification as required of their students to 100% from 81% as measured by the CTE Rubric results in 2024-2025.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased quality of CTE programs</p> <p><b>Staff Responsible for Monitoring:</b> Director of CTE &amp; Assistant Director CTE</p> <p><b>Funding Sources:</b> CTE Excellence Rubric, funding for CTSO affiliations, contest, activities - Local Funds - District</p>	<b>Formative</b> 123		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> CTE will purchase industry and certification exams for all qualified students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased participation in certification tests</p> <p><b>Staff Responsible for Monitoring:</b> Director of CTE &amp; Assistant Director CTE</p> <p><b>Funding Sources:</b> testing sites, voucher/certification purchases - Local Funds - District</p>	Formative		
	Nov	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 5:** Ensure all students are equipped with the necessary tools for postsecondary success.

**Performance Objective 4:** Increase the number of CTE Completers (CT Indicator 7) by 3 percentage points.

**Evaluation Data Sources:** CTE Enrollment and Program of Study Selections in Eduthings

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Increase Level 1 courses being offered at the middle school level.</p> <p><b>Strategy's Expected Result/Impact:</b> An increase in level 1 and level 2 courses offered at the middle school will allow students to become completers sooner in high school.</p> <p><b>Staff Responsible for Monitoring:</b> Director of CTE &amp; Assistant Director of CTE</p> <p><b>Funding Sources:</b> - Local Funds - District</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide students and parents with opportunities to review the benefits of completing a CTE program of study.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be more likely to complete the program.</p> <p><b>Staff Responsible for Monitoring:</b> Director of CTE &amp; Assistant Director of CTE</p> <p><b>Funding Sources:</b> - Local Funds - District</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			



# District Improvement Plan

## 2024-2025

# Vision & Mission

## **Bryan ISD Vision**

Children First. Always.

## **Bryan ISD Mission**

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

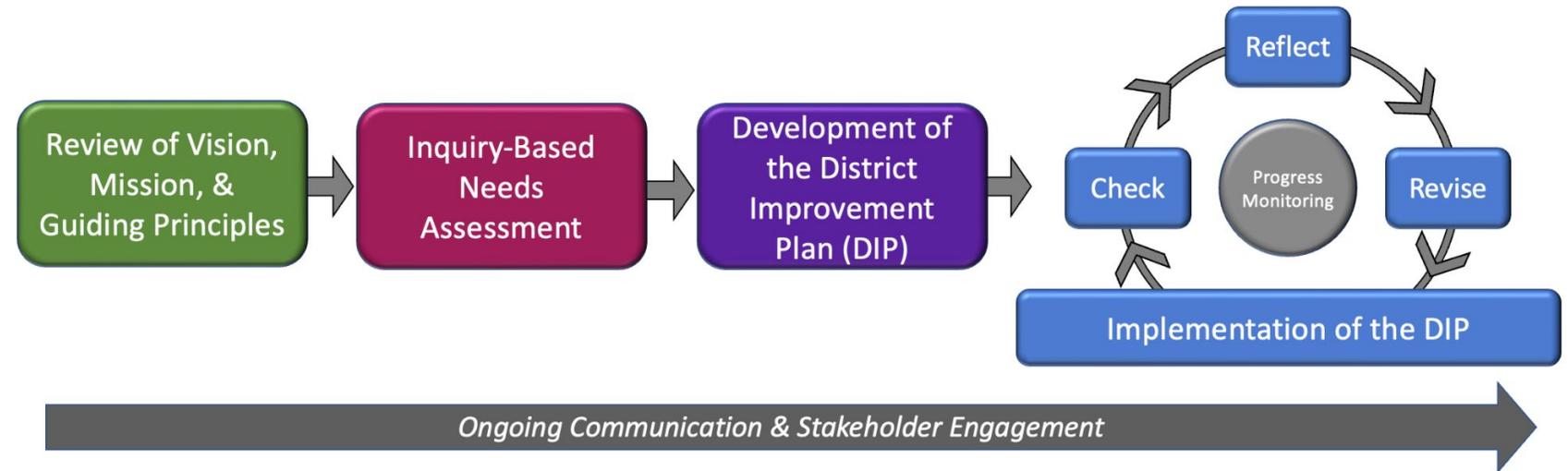


# Alignment of Goals



# Development of the District Improvement Plan

- District Continuous Improvement Leadership Team (DCILT)
  - Comprehensive Needs Assessment
  - Development of District Improvement Plan
  - Monthly review of District Improvement Plan, Board Goals, and Associated Action Plans
- District Educational Improvement Committee (DEIC)
  - District Improvement Plan Review and Feedback
  - Approval: June
  - Ongoing updates



# District Improvement Plan Goals

- 1 Academic
- 2 Culture, Climate, & Safety
- 3 Workforce
- 4 Community Engagement
- 5 Postsecondary Success



# Goals

01	Meet the educational needs of every student by continually supporting teaching and learning so all students reach their maximum potential.	<ul style="list-style-type: none"><li>• Academics: ELAR, Math, Science Social Studies, LOTE</li><li>• Pre-Kindergarten</li><li>• Supporting All Learners</li><li>• Bilingual &amp; Migrant Education Services</li><li>• Special Education Services</li><li>• Fine Arts Education</li></ul>
02	Support a culture and climate that encourages a shared responsibility for a physically and emotionally safe learning environment which encourages engagement in both academic and extracurricular activities.	<ul style="list-style-type: none"><li>• Attendance</li><li>• Safe &amp; Civil Schools</li><li>• Cybersecurity</li><li>• Social-Emotional Learning, Essential Eight</li><li>• Positive Behavior Interventions &amp; Supports</li><li>• Student Ambassadors</li></ul>
03	Recruit and maintain a high-quality workforce through competitive benefits and differentiated professional learning.	<ul style="list-style-type: none"><li>• Professional Learning &amp; Supports</li><li>• Mentoring Program for New Teachers</li><li>• Teacher Retention</li><li>• Safe &amp; Civil Schools</li></ul>
04	Actively partner with students, families, staff and the community to promote collaborative stakeholder engagement to achieve the district's vision.	<ul style="list-style-type: none"><li>• Partnerships: Higher Education, Faith-Based, Parent Advisory, Superintendent Advisory</li><li>• Community Engagement</li><li>• Parent Engagement</li><li>• University Partnerships</li></ul>
05	Ensure all students are positioned for postsecondary success.	<ul style="list-style-type: none"><li>• Career &amp; Technical Education</li><li>• Graduation</li><li>• College, Career, &amp; Military Readiness</li><li>• College Bridge</li></ul>



Questions?

**Local Governance**

1. Discuss and Consider Approval of a Delegate and Alternate to the 2024 Texas Association of School Boards (TASB) Delegate Assembly

**Closed Session**

1. Discuss Issues Pertaining to Appointment, Employment, Evaluation, Reassignment, Duties, Discipline, or Dismissal of a Public Officer or Employee - Texas Government Code Chapter 551.074
2. Pursuant to Texas Government Code Sections 551.0821, Deliberation Concerning a Public School Student Wherein Personally Identifiable Information will Necessarily be Revealed
3. Economic Development Discussion Regarding America Foundry JETI Application Pursuant to Texas Tax Code Chapter 403 (Sec. 551.087)

**Reconvene in Open Session**

**ADJOURN**

In accordance with the Texas Open Meetings Act Subchapters D and E of Chapter 551, Texas Government Code (§551.071 Attorney/Client Consultation, §551.072 Real Estate, §551.073 Contracts for Gifts or Donations, §551.074 Personnel Matters, §551.075 Investments, §551.076 Security Devices, §551.082 Discipline of Student or Employee Complaint, §551.0821 Personally Identifiable Student Information, §551.083 Employee Groups Consultation, §551.084 Exclusion of Hearing Witnesses), the board may enter closed meeting to deliberate any subject authorized by Subchapters listed.