

**Fort Bend Independent School District**

**Brazos Bend Elementary**

**2025-2026 Campus Improvement Plan**

**Accountability Rating: B**



# Mission Statement

**FBISD Mission Statement:** FBISD exists to inspire and equip all students to pursue futures beyond what they can imagine.

**Brazos Bend Elementary Mission Statement:** The mission of BBE's students, staff, and families is to cultivate a life-long love of learning in a nurturing environment.

## Vision

**FBISD Vision:** Fort Bend ISD will graduate students who exhibit the attributes of the District's Profile of a Graduate.

**BBE's Vision:** At BBE we strive to provide a learning environment that is welcoming, positive, and supportive for all.

## Value Statement

**Shared Value Statement:** BBE's core values are professionalism, respect, and compassion for all students, staff, and families.

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# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

Student Learning Needs Assessment Overview – Brazos Bend Elementary

Over the past three academic years (2022–2025), student learning data from STAAR, TELPAS, MAP, and interim assessments at Brazos Bend Elementary presents a mixed picture of steady foundational performance and emerging academic gaps that require urgent attention.

#### Student Learning Summary

STAAR data reflects consistent strength at the Approaches level (84% in both 2023–2024 and 2024–2025), signaling stable mastery of foundational content. Progress at the Meets and Masters levels remains modest, with a 1% increase in Meets (to 60%) and a 2% recovery in Masters (to 30%), suggesting some momentum in higher-order thinking skills. However, this growth is insufficient for meeting campus academic performance goals. Subgroup analysis reveals that students receiving special education services experienced a 5-point decline, indicating a need for more targeted instructional support and progress monitoring.

TELPAS results highlight inconsistent language development outcomes. While 2023–2024 saw significant growth in English proficiency levels, this was followed by regression in 2024–2025, particularly with a drop in Advanced High scores and a rise in Beginner-level students. These fluctuations point to inconsistent implementation of English learner supports.

MAP Growth data raises concerns, particularly in reading and math. From BOY to EOY, reading dropped from 65% to 64%, and math decreased more notably from 67% to 63%. In contrast, science growth increased slightly from 80% to 81%, reinforced by strong interim performance among 5th graders.

#### Instructional Practice Alignment

Classroom walkthrough data showed a steep 22% drop in alignment to the campus instructional model, from 97% to 75%. This drop is closely linked to gaps in coaching, monitoring, and instructional leadership support from all stakeholders of the leadership team, contributing to stagnation in student learning outcomes across subjects.

#### Key Student Learning Strengths

- Consistent foundational performance on STAAR (84% Approaches)
- Modest gains at Meets and Masters levels (+1% and +2%, respectively)
- Continued growth in science (81% MAP and 79% STAAR Approaches)

#### Prioritized Problem Statements & Root Causes

1. MAP Growth in reading and math remained flat or declined.

- *Root Cause:* Inconsistent implementation of rigorous Tier 1 and Tier 2 instructional practices and assessment expectations.

2. Grade levels faced challenges with student achievement in reading, math, and science STAAR. Specifically, 3rd grade scored lower than anticipated in reading and math, 4th grade scored lower in math, and 5th grade scored lower in science.

- *Root Cause:* Misalignment in curriculum delivery and lack of high-engagement strategies in daily instruction.

3. SPED and Emergent Bilingual students showed a decline in academic achievement

- *Root Cause:* Limited differentiation and inconsistent small group support during Tier 1 and 2 instruction.

4. High-performing students are not showing adequate growth at the Masters level

- *Root Cause:* Lack of instructional challenge for advanced learners; minimal use of small groups for enrichment.

5. TELPAS performance declined, with more students scoring at the Beginner level

- *Root Cause:* Inconsistent campus-wide implementation of CBLI strategies and inadequate professional development on language supports.

6. Walkthrough data revealed a 22% decrease in alignment to instructional model

- *Root Cause:* There are missed opportunities for focused coaching and feedback due to challenges with the instructional leadership team in the fall semester.

### Conclusion

While Brazos Bend Elementary has demonstrated stability at foundational academic levels, recent data underscores the need for a renewed focus on rigorous Tier 1 instruction, improved support for special populations, and stronger instructional leadership. Addressing these gaps through differentiated instruction, data-informed decision-making, and aligned professional development will be essential to accelerating student growth and achieving academic excellence.

# Demographics

## Demographics Summary

Brazos Bend has a diverse student population and has a variety of learners for students to interact with others from different cultures and backgrounds. The students respect and value diversity which is evident in our student and parent engagement. Student demographics are 50.42% female, 49.58% male, 14.11% Hispanic, .70% American Indian, 45.39% Asian, 12.01% Black - African American, 22.77% White, and 5.03% Two or More Races.

Brazos Bend's overall attendance rate is 95.51%, which is slightly above the district goal of 95.30%. Students at BBE often go out of the country, renew visas, and take family vacations during the school year. BBE will continue to work with the community on the importance of school attendance.

Brazos Bend's at-risk data indicated that 40% of our students are at-risk. This is an increase of 6% in the last three years. 44.58% of our students are Economically Disadvantaged, which has doubled in the past five years. The campus EL population makes up 39.58% of the student population, which is a 16% increase since 2019. BBE's special education population has almost doubled from 5.25% to 12.92% in the last five years.

Staff demographics include 1 principal, 6 administrative support staff, 14 educational aides, and 48 teachers. The staff retention rate is 84.78%, which is an increase from 66% of the prior year.

## Demographics Strengths

Brazos Bend Elementary has a diverse student population. This diversity allows for students to learn and interact with students from other cultures and backgrounds. Overall, our students respect and value our diversity and this is evident in our student, parent, and community engagement activities in the classroom and during campus events. 95% of families feel welcomed, safe, and secure at Brazos Bend Elementary according to the culture and climate surveys.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Brazos Bend's attendance rate slightly above the district goal at 95.51% and the campus goal is 96%.

**Root Cause:** We are missing additional opportunities to increase student attendance and provide wrap around support services for families needing help regarding attendance.

**Problem Statement 2 (Prioritized):** Brazos Bend's at-risk data indicated that 40% of our students are at-risk, which is a 6% increase over the last 3 years.

**Root Cause:** There are gaps with Tier 1 instruction for sub populations of students, specifically special education and emergent bilingual students.

# Student Learning

## Student Learning Summary

Academic Performance Summary: 2022–2025

Over the past three academic years, student performance on STAAR, TELPAS, MAP, and interim assessments reveals a complex landscape of growth, stagnation, and areas for targeted improvement.

### STAAR Performance (All Subjects)

Across all subjects, STAAR results show a consistent trend at the Approaches level, with scores holding steady at 84% in both 23–24 and 24–25, reflecting a slight +1% gain from 22–23 to 23–24, but ultimately no change into 24–25.

At the Meets level, performance remained stagnant between 22–23 and 23–24 at 59%, followed by a modest increase to 60% in 24–25 (+1 point).

At the Masters level, there was a dip from 33% to 28% in 23–24 (-5 points), followed by a partial recovery to 30% in 24–25 (+2 points).

Despite maintaining strong performance at the Approaches level, the slight drop at the Masters level highlights a need to stretch higher-performing students and emphasize depth of knowledge and critical thinking.

### STAAR Subgroup Focus: SPED

Performance among SPED students saw a 5% decline in students scoring at Approaches and above, dropping from 57% in 23–24 to 52% in 24–25. This is a notable area of concern that calls for differentiated support, increased progress monitoring, and targeted interventions.

## TELPAS

TELPAS data suggests fluctuation in English language proficiency levels over time. In 23–24, the percentage of students scoring at Advanced High improved significantly from 13% to 25% (+12%), while Beginners dropped from 7% to 3% (-4%)—indicating gains in language acquisition.

However, in 24–25, there was a regression, with Advanced High decreasing by 8% (to 17%) and Beginners increasing by 5% (to 8%). Overall, the percentage of students at Intermediate and above declined by 9%, suggesting a need to reinforce language development practices, increase exposure to academic vocabulary, and provide additional support for newcomers and long-term English Learners.

## MAP Growth & Interim Assessments

MAP Growth data between beginning and end-of-year assessments shows:

- Reading declined slightly from 65% to 64%.
- Math dropped more sharply from 67% to 63%.
- Science, however, increased from 80% to 81%.

This reflects a general downward trend in core reading and math growth, while science demonstrated slight positive movement, further reinforced by 5th grade Science Interim scores, which remained relatively stable (MOY at 78.91% and STAAR at 79%).

## **Instructional Practice & Walkthrough Alignment**

One of the most significant findings was a 22% decrease in alignment to the instructional model during walkthroughs in 24–25, falling from 97% at the end of 23–24 to just 75%. This sharp decline suggests a need for immediate focus on fidelity to instructional practices, ongoing professional development, coaching, and consistent monitoring.

## **Conclusion**

While the campus has maintained steady performance at foundational levels (Approaches), and shown some gains in Meets and Masters in the latest year, the data reflects a clear need to:

- Rebuild momentum in language development for English learners.
- Address declining performance in SPED and core MAP growth areas.
- Re-establish strong alignment to the instructional model across classrooms.

Focused efforts on differentiated instruction, professional learning, and data-driven practices will be key in moving all students forward in the coming school year.

## **Student Learning Strengths**

### **STAAR Performance**

- 84% at Approaches and Above (held steady from 23–24):  
This shows consistent performance in foundational knowledge across all subjects.
- +1% increase at Meets level (from 59% to 60%):  
Indicates progress in students reaching grade-level expectations.
- +2% increase at Masters level (from 28% to 30%):  
Reflects growth in higher-level thinking and mastery of content.

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## **Science Performance**

- MAP Science Growth increased by 1% (from 80% to 81%):  
Demonstrates continued improvement in science understanding.
- 5th Grade Science Interim scores remained strong at 79% Approaches and Above:  
Reflects consistency and strong performance in science across the year.

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These strengths suggest that while some areas faced challenges, students made academic gains at the Meets and Masters levels, and science performance remained a solid area of

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** Student achievement on MAP data from BOY to MOY and EOY remained stagnant or decreased.

**Root Cause:** All teachers did not follow rigorous assessment expectations and there are gaps with Tier 1 and Tier 2 instruction.

**Problem Statement 2 (Prioritized):** Grade levels faced challenges with student achievement in reading, math, and science STAAR. Specifically, 3rd grade scored lower than anticipated in reading and math, 4th grade scored lower in math, and 5th grade scored lower in science.

**Root Cause:** There is a lack of alignment and instructional rigor in some classrooms. Teachers lack strategies to keep students highly engaged during Tier 1 instruction.

**Problem Statement 3 (Prioritized):** Sub-pops showed a decline in academic performance. (SPED and EB students)

**Root Cause:** There is a lack of alignment and instructional rigor in classrooms. Teachers lack strategies to keep students highly engaged during Tier 1 and 2 instruction.

**Problem Statement 4 (Prioritized):** Students are not making high enough academic gains at the master's level. Students increased in meets and above by 1 point and master's and above by 2 points on STAAR for the 25/26 school year.

**Root Cause:** Teachers are not challenging students at an appropriate level. The highest performing students spend the least amount of time in small groups. Teachers are not maximizing instruction for high performing students.

**Problem Statement 5 (Prioritized):** Students decreased TELPAS scoring at Advanced High by 8% and increased beginners by 5%

**Root Cause:** Teachers lack training and are not implementing the CBLI supports for EB students with fidelity throughout the school year across the campus.

**Problem Statement 6 (Prioritized):** Alignment to the instructional model across classrooms decreased by 22% for the 24/25 school year.

**Root Cause:** The instructional leadership team missed opportunities to provide intense coaching, observation, and feedback in the fall semester due to a lack of collective efficacy.

# School Processes & Programs

## School Processes & Programs Summary

### Professional Development

During the 2024–2025 school year, staff at Brazos Bend Elementary (BBE) participated in ongoing professional development aligned with campus goals and instructional priorities. These efforts were supported by structured collaboration through weekly PLCs, adherence to the Year at a Glance, Assessment Calendar, and master schedule, ensuring targeted academic support and instructional consistency.

### Decision Making

The Campus Performance and Advisory Committee (CPAC) met quarterly and functioned as a collaborative decision-making body, contributing to the development and refinement of professional learning and school improvement strategies.

### Teacher Retention and Mobility

- Staff retention improved significantly to 84.78% in 2024–2025, an 18.78% increase from the previous year (66.00% in 2023–2024). While this marks progress, it remains below the ideal retention benchmark of 90–95%.
- Teacher mobility increased slightly by 0.86%, indicating a continued need to strengthen staff stability and cohesion.
- The percentage of teachers new to the district has remained high, requiring consistent on-boarding and mentorship.
- A persistent percentage of staff leaving the district entirely suggests ongoing systemic retention concerns.

## School Processes & Programs Strengths

### Professional Development

- Ongoing, goal-aligned training was provided throughout the year to support instructional priorities.
- Staff engaged in weekly PLCs for collaborative planning and shared learning.
- Use of structured tools like the Year at a Glance, Assessment Calendar, and master schedule helped ensure instructional consistency and targeted student support.

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### Collaborative Decision-Making

- The Campus Performance and Advisory Committee (CPAC) met quarterly and served as an effective, collaborative body for shaping professional learning and school improvement plan.

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### Teacher Retention

- Staff retention increased to 84.78%, an 18.78% improvement from the prior year (66.00%), indicating positive momentum in maintaining faculty stability.
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These strengths show progress in creating a more structured, collaborative, and supportive work environment for educators, contributing to improved instructional delivery and staff retention.

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

**Problem Statement 1 (Prioritized):** The campus continues to experience challenges in retaining staff, as evidenced by retention rates below the district's target benchmark, which impacts instructional continuity and student achievement.

**Root Cause:** A lack of sustained professional support, educator burnout, limited mentorship for novice or struggling teachers, and competition from surrounding districts offering more attractive compensation or working conditions.

**Problem Statement 2 (Prioritized):** Frequent teacher transfers within the district contribute to instability in staffing and hinder the development of a cohesive campus culture and instructional consistency.

**Root Cause:** Frequent inter-district transfers, changes in campus climate or leadership, and a misalignment between teacher expectations and school priorities contribute to ongoing staff turnover.

**Problem Statement 3 (Prioritized):** An ongoing pattern of teachers either entering the district or leaving entirely presents on-boarding challenges and limits the establishment of long-term, stable instructional teams.

**Root Cause:** There are a lack of intentional opportunities to grow current staff so that they want to stay with their teams and contribute collectively even when faced with personal and professional challenges..

**Problem Statement 4 (Prioritized):** A significant number of educators are exiting the profession or transferring out of the district, suggesting broader systemic issues related to compensation, professional advancement, and work-life balance with some staff citing accountability measures as stressors.

**Root Cause:** Staff struggle with non-competitive salary and benefits, limited opportunities for career advancement, increased professional pressures, and challenges maintaining work-life balance.

# Perceptions

## Perceptions Summary

### Brazos Bend Elementary School – Perceptions Summary

#### Strengths:

Brazos Bend Elementary is widely perceived as a caring and supportive learning community. Student responses indicate strong feelings of safety (91%), belonging (95%), and trust in staff (95%), with 94% affirming that teachers genuinely care about students. An overwhelming majority (97%) of students report hopefulness about their future and strong family support. Parents echo these sentiments, with 98% rating the overall school quality as excellent, good, or fair, and 95% agreeing that schoolwork is meaningful and relevant. Safety perceptions remain high among parents (92%), and they express appreciation for engaging events like family fun nights and academic workshops. Staff perceptions reflect pride in the school's supportive environment, with 100% affirming that the school fosters a positive climate for all students and expressing strong satisfaction with the school nurse and police officer services.

#### Opportunities for Growth:

Survey results also highlight areas for continued improvement. Students report lower agreement with statements about fairness of school rules (77%), peer respect (76%), understanding of grading (70%), and stress-reduction practices (65%). Physical activity integration in class (72%) and healthy lifestyle education (80%) are additional growth areas. Parent feedback indicates concerns around bullying response (60%) and follow-through on investigations (57%), as well as the need for more consistent discipline (65%) and proactive communication regarding student struggles (67%). Engagement with community support organizations (69%) and family input in school decision-making (63%) are also noted as areas for enhancement. From a staff perspective, professional development (68%) and support for English learners (48%) present key opportunities to strengthen instructional capacity and inclusivity.

#### Student Perceptions Summary:

Students feel emotionally supported and safe at Brazos Bend, with high levels of trust in teachers and strong family involvement. However, they would benefit from greater peer respect, clarity around academic expectations, and more structured opportunities to engage in wellness and physical activity during the school day.

#### Parent Perceptions Summary:

Parents are largely positive about the school's academic quality and student safety. They value evening programming and diverse scheduling options but express a desire for improved communication, more transparency in decision-making, and stronger systems for addressing bullying and behavior management.

#### Staff Perceptions Summary:

Staff affirm a strong learning environment and responsive safety personnel. There is room for enhanced professional development and greater support for English language learners to ensure all students thrive academically and socially.

In summary, Brazos Bend Elementary demonstrates strong relational trust and community support, while continued focus on communication, equity in discipline, student wellness, and targeted academic supports will further strengthen the campus culture and outcomes.

## Perceptions Strengths

The top three perception strengths at Brazos Bend Elementary, based on the survey data, are:

### 1. Supportive Family Engagement:

- 97% of students said their family/guardians are there for them and encourage them to keep trying when school is tough.

- This strong home-school connection reinforces student motivation and well-being.

## 2. Positive Student-Teacher Relationships:

- 95% of students believe teachers are honest with them, and 94% say their teachers care about them.
- These high-trust relationships are foundational for academic and social-emotional growth.

## 3. Safe and Supportive Learning Environment:

- 100% of staff say the school provides a supportive environment for all students.
- 91% of students and 92% of parents believe the school is a safe place, confirming a shared sense of physical and emotional security across stakeholders.

### Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Bullying is not consistently addressed or communicated effectively, leading to low parent confidence in school safety protocols.

**Root Cause:** Inconsistent follow-up or documentation of bullying incidents. Lack of clear communication with families about investigations and outcomes. Limited staff training on restorative practices and anti-bullying interventions.

**Problem Statement 2 (Prioritized):** Students lack clarity around academic expectations and fairness in school rules, which affects motivation and engagement.

**Root Cause:** Insufficient communication or modeling of grading criteria and behavior expectations. Variability in how rules and consequences are enforced across classrooms. Limited use of student voice and perspective in shaping classroom norms and understanding grading processes.

**Problem Statement 3 (Prioritized):** Programs for English learners are underdeveloped, limiting access to language supports and academic success.

**Root Cause:** Lack of targeted professional development for general education teachers on ESL strategies. Insufficient staffing or dedicated personnel to support English learners effectively. Inadequate use of data to design and implement differentiated interventions for language acquisition.

**Problem Statement 4 (Prioritized):** Parent engagement dipped significantly in December and January compared to previous years.

**Root Cause:** Many families travel and do not attend school during the holiday seasons.

**Problem Statement 5 (Prioritized):** The top discipline incident is inappropriate physical contact.

**Root Cause:** Staff do not consistently teach students appropriate coping and conflict resolution strategies.

# Priority Problem Statements

**Problem Statement 1:** Student achievement on MAP data from BOY to MOY and EOY remained stagnant or decreased.

**Root Cause 1:** All teachers did not follow rigorous assessment expectations and there are gaps with Tier 1 and Tier 2 instruction.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Grade levels faced challenges with student achievement in reading, math, and science STAAR. Specifically, 3rd grade scored lower than anticipated in reading and math, 4th grade scored lower in math, and 5th grade scored lower in science.

**Root Cause 2:** There is a lack of alignment and instructional rigor in some classrooms. Teachers lack strategies to keep students highly engaged during Tier 1 instruction.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Sub-pops showed a decline in academic performance. (SPED and EB students)

**Root Cause 3:** There is a lack of alignment and instructional rigor in classrooms. Teachers lack strategies to keep students highly engaged during Tier 1 and 2 instruction.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Students are not making high enough academic gains at the master's level. Students increased in meets and above by 1 point and master's and above by 2 points on STAAR for the 25/26 school year.

**Root Cause 4:** Teachers are not challenging students at an appropriate level. The highest performing students spend the least amount of time in small groups. Teachers are not maximizing instruction for high performing students.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** Brazos Bend's attendance rate slightly above the district goal at 95.51% and the campus goal is 96%.

**Root Cause 5:** We are missing additional opportunities to increase student attendance and provide wrap around support services for families needing help regarding attendance.

**Problem Statement 5 Areas:** Demographics

**Problem Statement 6:** Brazos Bend's at-risk data indicated that 40% of our students are at-risk, which is a 6% increase over the last 3 years.

**Root Cause 6:** There are gaps with Tier 1 instruction for sub populations of students, specifically special education and emergent bilingual students.

**Problem Statement 6 Areas:** Demographics

**Problem Statement 7:** Students decreased TELPAS scoring at Advanced High by 8% and increased beginners by 5%

**Root Cause 7:** Teachers lack training and are not implementing the CBLI supports for EB students with fidelity throughout the school year across the campus.

**Problem Statement 7 Areas:** Student Learning

**Problem Statement 8:** Alignment to the instructional model across classrooms decreased by 22% for the 24/25 school year.

**Root Cause 8:** The instructional leadership team missed opportunities to provide intense coaching, observation, and feedback in the fall semester due to a lack of collective efficacy.

**Problem Statement 8 Areas:** Student Learning

**Problem Statement 9:** The campus continues to experience challenges in retaining staff, as evidenced by retention rates below the district's target benchmark, which impacts instructional continuity and student achievement.

**Root Cause 9:** A lack of sustained professional support, educator burnout, limited mentorship for novice or struggling teachers, and competition from surrounding districts offering more attractive compensation or working conditions.

**Problem Statement 9 Areas:** School Processes & Programs

**Problem Statement 10:** Frequent teacher transfers within the district contribute to instability in staffing and hinder the development of a cohesive campus culture and instructional consistency.

**Root Cause 10:** Frequent inter-district transfers, changes in campus climate or leadership, and a misalignment between teacher expectations and school priorities contribute to ongoing staff turnover.

**Problem Statement 10 Areas:** School Processes & Programs

**Problem Statement 11:** An ongoing pattern of teachers either entering the district or leaving entirely presents on-boarding challenges and limits the establishment of long-term, stable instructional teams.

**Root Cause 11:** There are a lack of intentional opportunities to grow current staff so that they want to stay with their teams and contribute collectively even when faced with personal and professional challenges..

**Problem Statement 11 Areas:** School Processes & Programs

**Problem Statement 12:** A significant number of educators are exiting the profession or transferring out of the district, suggesting broader systemic issues related to compensation, professional advancement, and work-life balance with some staff citing accountability measures as stressors.

**Root Cause 12:** Staff struggle with non-competitive salary and benefits, limited opportunities for career advancement, increased professional pressures, and challenges maintaining work-life balance.

**Problem Statement 12 Areas:** School Processes & Programs

**Problem Statement 13:** Bullying is not consistently addressed or communicated effectively, leading to low parent confidence in school safety protocols.

**Root Cause 13:** Inconsistent follow-up or documentation of bullying incidents. Lack of clear communication with families about investigations and outcomes. Limited staff training on restorative practices and anti-bullying interventions.

**Problem Statement 13 Areas:** Perceptions

**Problem Statement 14:** Students lack clarity around academic expectations and fairness in school rules, which affects motivation and engagement.

**Root Cause 14:** Insufficient communication or modeling of grading criteria and behavior expectations. Variability in how rules and consequences are enforced across classrooms. Limited use of student voice and perspective in shaping classroom norms and understanding grading processes.

**Problem Statement 14 Areas:** Perceptions

**Problem Statement 15:** Programs for English learners are underdeveloped, limiting access to language supports and academic success.

**Root Cause 15:** Lack of targeted professional development for general education teachers on ESL strategies. Insufficient staffing or dedicated personnel to support English learners effectively. Inadequate use of data to design and implement differentiated interventions for language acquisition.

**Problem Statement 15 Areas:** Perceptions

**Problem Statement 16:** The top discipline incident is inappropriate physical contact.

**Root Cause 16:** Staff do not consistently teach students appropriate coping and conflict resolution strategies.

**Problem Statement 16 Areas:** Perceptions

**Problem Statement 17:** Parent engagement dipped significantly in December and January compared to previous years.

**Root Cause 17:** Many families travel and do not attend school during the holiday seasons.

**Problem Statement 17 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information
- STAAR 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
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data

- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

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

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

#### **Employee Data**

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

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

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

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

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

# Goals

**Goal 1:** Priority 1: Increase successful student outcomes through enhanced learning opportunities.

**Performance Objective 1:** By the end of the 2025-2026 school year, Brazos Bend Elementary will increase student achievement by improving the percentage of students scoring at Approaches, Meets, and Masters in reading, math, and science by at least 10%. In addition, students will demonstrate 1.5 years of academic growth in reading, math, and science as measured by MAP Growth assessments.

**High Priority**

**Evaluation Data Sources:** NWEA MAP Assessments, TELPAS, STAAR, Check points, Common Formative Assessments

Progress Monitoring Benchmarks

STAAR Performance

BOY (Baseline - August/September 2025): Establish starting percentages of students at Approaches, Meets, and Masters levels in reading, math, and science using 2024-2025 STAAR data.

MOY (January 2026): Increase the percentage of students scoring at Approaches, Meets, and Masters by at least 5% as measured by district CFAs/benchmarks.

EOY (May 2026): Achieve a 10% or greater increase in the percentage of students scoring at Approaches, Meets, and Masters on STAAR in reading, math, and science.

MAP Growth Assessments

BOY (September 2025): Establish baseline RIT scores for reading, math, and science.

MOY (January 2026): Students demonstrate at least 0.75 years of growth on MAP Growth from baseline.

EOY (May 2026): Students demonstrate 1.5 years of growth in reading, math, and science as measured by MAP Growth assessments.

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Teachers will plan and implement daily small group instruction for ELAR and Math along with data collection and running records practices.  <b>Strategy's Expected Result/Impact:</b> Indicators of Success  Formative Measures NWEA MAP Growth: Students will engage in goal-setting conferences with teachers after each NWEA administration (BOY, MOY, EOY) to reflect on progress and identify next steps. Teachers will use MAP Learning Continuum data to inform small group instruction and targeted interventions during WIN (What I Need) time or guided instruction. Progress monitoring through mini-assessments and skill checks will occur every 3-4 weeks to track student growth in key RIT bands. Instructional leaders will conduct data talks quarterly to monitor projected growth and adjust instructional strategies accordingly.		Formative			Summative
		Oct	Dec	Feb	June

**STAAR Approaches/Meets/Masters:**

Teachers will implement standards-based formative assessments (exit tickets, quick checks, performance tasks) aligned to STAAR readiness and supporting standards.

Campus common assessments will be administered every 6 weeks and analyzed through PLC data protocols to identify trends, gaps, and plan for re-teach or enrichment.

Teachers will engage students in error analysis and test-taking strategies to build assessment literacy.

Spiral review and weekly checkpoints targeting TEKS with low performance will be integrated into instruction.

**TELPAS (Reading, Writing, Speaking, Listening):**

Language proficiency checkpoints using rubrics from the ELPS and TELPAS calibration guides will be embedded quarterly.

Teachers will collect and review student language samples (writing, recordings, etc.) bi-monthly to monitor growth and provide feedback.

CBLI language progress tools will be used to track student growth in each domain.

Academic vocabulary instruction and language objectives will be integrated into daily lessons and monitored through walkthroughs and lesson plans.

**Summative Measures:**

Students will show 1.5 year's growth on NWEA MAP Growth from BOY to EOY.

Students performing at Approaches will increase from 84% to 94% on STAAR.

Students performing at Meets will increase from 60% to at least 70% on STAAR.

Students performing at Masters will increase from 30% to at least 40% on STAAR.

Students performing at Advance and Advance High will increase by 10% on TELPAS in reading, writing, speaking, and listening.

**Staff Responsible for Monitoring:** Administration, Teachers, Specialists, Interventionists, & Paras

**TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**


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

**Problem Statements:** Student Learning 1, 2, 3, 4, 5, 6

**Funding Sources:** Managed Printer Costs - 199 General Fund - \$3,253



Some  
Progress

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will plan and implement flexible grouping for interventions and enrichment on a daily basis.</p> <p><b>Strategy's Expected Result/Impact:</b> Indicators of Success</p> <p>Formative Measures  NWEA MAP Growth:  Students will engage in goal-setting conferences with teachers after each NWEA administration (BOY, MOY, EOY) to reflect on progress and identify next steps.  Teachers will use MAP Learning Continuum data to inform small group instruction and targeted interventions during WIN (What I Need) time or guided instruction.  Progress monitoring through mini-assessments and skill checks will occur every 3-4 weeks to track student growth in key RIT bands.  Instructional leaders will conduct data talks quarterly to monitor projected growth and adjust instructional strategies accordingly.</p> <p>STAAR Approaches/Meets/Masters:  Teachers will implement standards-based formative assessments (exit tickets, quick checks, performance tasks) aligned to STAAR readiness and supporting standards.  Campus common assessments will be administered every 6 weeks and analyzed through PLC data protocols to identify trends, gaps, and plan for re-teach or enrichment.  Teachers will engage students in error analysis and test-taking strategies to build assessment literacy.  Spiral review and weekly checkpoints targeting TEKS with low performance will be integrated into instruction.</p> <p>TELPAS (Reading, Writing, Speaking, Listening):  Language proficiency checkpoints using rubrics from the ELPS and TELPAS calibration guides will be embedded quarterly.  Teachers will collect and review student language samples (writing, recordings, etc.) bi-monthly to monitor growth and provide feedback.  CBLI language progress tools will be used to track student growth in each domain.  Academic vocabulary instruction and language objectives will be integrated into daily lessons and monitored through walkthroughs and lesson plans.</p> <p>Summative Measures:  Students will show 1.5 year's growth on NWEA MAP Growth from BOY to EOY.  Students performing at Approaches will increase from 84% to 94% on STAAR.  Students performing at Meets will increase from 60% to at least 70% on STAAR.  Students performing at Masters will increase from 30% to at least 40% on STAAR.  Students performing at Advance and Advance High will increase by 10% on TELPAS in reading, writing, speaking, and listening.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers, Specialists, Interventionists, &amp; Paras</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3, 4, 5, 6</p>	Formative			Summative
	Oct	Dec	Feb	June
	 <p>Some Progress</p>			
Strategy 3 Details	Reviews			

Strategy 3 Details		Reviews			
<p><b>Strategy 3:</b> Teachers will implement daily GT plans from the curriculum to improve the overall performance of GT students by increasing the number of students at Masters in all subject areas by at least 10% on STAAR through Tier 1 instruction, interventions, and enrichment.</p> <p><b>Strategy's Expected Result/Impact:</b> Indicators of Success</p> <p>Formative Measures  NWEA MAP Growth:  Students will engage in goal-setting conferences with teachers after each NWEA administration (BOY, MOY, EOY) to reflect on progress and identify next steps.  Teachers will use MAP Learning Continuum data to inform small group instruction and targeted interventions during WIN (What I Need) time or guided instruction.  Progress monitoring through mini-assessments and skill checks will occur every 3-4 weeks to track student growth in key RIT bands.  Instructional leaders will conduct data talks quarterly to monitor projected growth and adjust instructional strategies accordingly.</p> <p>STAAR Approaches/Meets/Masters:  Teachers will implement standards-based formative assessments (exit tickets, quick checks, performance tasks) aligned to STAAR readiness and supporting standards.  Campus common assessments will be administered every 6 weeks and analyzed through PLC data protocols to identify trends, gaps, and plan for re-teach or enrichment.  Teachers will engage students in error analysis and test-taking strategies to build assessment literacy.  Spiral review and weekly checkpoints targeting TEKS with low performance will be integrated into instruction.</p> <p>TELPAS (Reading, Writing, Speaking, Listening):  Language proficiency checkpoints using rubrics from the ELPS and TELPAS calibration guides will be embedded quarterly.  Teachers will collect and review student language samples (writing, recordings, etc.) bi-monthly to monitor growth and provide feedback.  CBLI language progress tools will be used to track student growth in each domain.  Academic vocabulary instruction and language objectives will be integrated into daily lessons and monitored through walkthroughs and lesson plans.</p> <p>Summative Measures:  Students will show 1.5 year's growth on NWEA MAP Growth from BOY to EOY.  Students performing at Approaches will increase from 84% to 94% on STAAR.  Students performing at Meets will increase from 60% to at least 70% on STAAR.  Students performing at Masters will increase from 30% to at least 40% on STAAR.  Students performing at Advance and Advance High will increase by 10% on TELPAS in reading, writing, speaking, and listening.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers, GT Champion, Specialists, Interventionists, &amp; Paras</p> <p><b>TEA Priorities:</b>  Build a foundation of reading and math</p>		Formative			Summative
		Oct	Dec	Feb	June

- **ESF Levers:**  
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction  
**Problem Statements:** Student Learning 4, 6




Some  
Progress

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Tutorials and learning camps will take place for reading, math, and science for all mid - Tier 2 to Tier 3 students needing additional support in the fall and spring.</p> <p><b>Strategy's Expected Result/Impact:</b> Indicators of Success</p> <p>Formative Measures  NWEA MAP Growth:  Students will engage in goal-setting conferences with teachers after each NWEA administration (BOY, MOY, EOY) to reflect on progress and identify next steps.  Teachers will use MAP Learning Continuum data to inform small group instruction and targeted interventions during WIN (What I Need) time or guided instruction.  Progress monitoring through mini-assessments and skill checks will occur every 3-4 weeks to track student growth in key RIT bands.  Instructional leaders will conduct data talks quarterly to monitor projected growth and adjust instructional strategies accordingly.</p> <p>STAAR Approaches/Meets/Masters:  Teachers will implement standards-based formative assessments (exit tickets, quick checks, performance tasks) aligned to STAAR readiness and supporting standards.  Campus common assessments will be administered every 6 weeks and analyzed through PLC data protocols to identify trends, gaps, and plan for re-teach or enrichment.  Teachers will engage students in error analysis and test-taking strategies to build assessment literacy.  Spiral review and weekly checkpoints targeting TEKS with low performance will be integrated into instruction.</p> <p>TELPAS (Reading, Writing, Speaking, Listening):  Language proficiency checkpoints using rubrics from the ELPS and TELPAS calibration guides will be embedded quarterly.  Teachers will collect and review student language samples (writing, recordings, etc.) bi-monthly to monitor growth and provide feedback.  CBLI language progress tools will be used to track student growth in each domain.  Academic vocabulary instruction and language objectives will be integrated into daily lessons and monitored through walkthroughs and lesson plans.</p> <p>Summative Measures:  Students will show 1.5 year's growth on NWEA MAP Growth from BOY to EOY.  Students performing at Approaches will increase from 84% to 94% on STAAR.  Students performing at Meets will increase from 60% to at least 70% on STAAR.  Students performing at Masters will increase from 30% to at least 40% on STAAR.  Students performing at Advance and Advance High will increase by 10% on TELPAS in reading, writing, speaking, and listening.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers, GT Champion, Specialists, Interventionists, &amp; Paras</p> <p><b>TEA Priorities:</b>  Build a foundation of reading and math</p> <p><b>- ESF Levers:</b></p>	Formative			Summative
	Oct	Dec	Feb	June

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction  
**Problem Statements:** Demographics 2 - Student Learning 1, 3, 4, 5  
**Funding Sources:** Tutorial staff, materials, and supplies - 199 General Fund - \$8,000



Some  
Progress


Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Teachers will implement daily phonics instruction for at least 15 - 25 minutes per day using the district's curriculum resources to increase literacy rates.</p> <p><b>Strategy's Expected Result/Impact:</b> Indicators of Success</p> <p>Formative Measures  NWEA MAP Growth:  Students will engage in goal-setting conferences with teachers after each NWEA administration (BOY, MOY, EOY) to reflect on progress and identify next steps.  Teachers will use MAP Learning Continuum data to inform small group instruction and targeted interventions during WIN (What I Need) time or guided instruction.  Progress monitoring through mini-assessments and skill checks will occur every 3-4 weeks to track student growth in key RIT bands.  Instructional leaders will conduct data talks quarterly to monitor projected growth and adjust instructional strategies accordingly.</p> <p>STAAR Approaches/Meets/Masters:  Teachers will implement standards-based formative assessments (exit tickets, quick checks, performance tasks) aligned to STAAR readiness and supporting standards.  Campus common assessments will be administered every 6 weeks and analyzed through PLC data protocols to identify trends, gaps, and plan for re-teach or enrichment.  Teachers will engage students in error analysis and test-taking strategies to build assessment literacy.  Spiral review and weekly checkpoints targeting TEKS with low performance will be integrated into instruction.</p> <p>TELPAS (Reading, Writing, Speaking, Listening):  Language proficiency checkpoints using rubrics from the ELPS and TELPAS calibration guides will be embedded quarterly.  Teachers will collect and review student language samples (writing, recordings, etc.) bi-monthly to monitor growth and provide feedback.  CBLI language progress tools will be used to track student growth in each domain.  Academic vocabulary instruction and language objectives will be integrated into daily lessons and monitored through walkthroughs and lesson plans.</p> <p>Summative Measures:  Students will show 1.5 year's growth on NWEA MAP Growth from BOY to EOY.  Students performing at Approaches will increase from 84% to 94% on STAAR.  Students performing at Meets will increase from 60% to at least 70% on STAAR.  Students performing at Masters will increase from 30% to at least 40% on STAAR.  Students performing at Advance and Advance High will increase by 10% on TELPAS in reading, writing, speaking, and listening.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers, GT Champion, Specialists, Interventionists, &amp; Paras</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3, 5, 6</p>	Formative			Summative
	Oct	Dec	Feb	June
	 <p>Some Progress</p>			

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Students will write constructed responses across all content areas during Tier 1 instruction and on formative and summative assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Indicators of Success</p> <p>Formative Measures  NWEA MAP Growth:  Students will engage in goal-setting conferences with teachers after each NWEA administration (BOY, MOY, EOY) to reflect on progress and identify next steps.  Teachers will use MAP Learning Continuum data to inform small group instruction and targeted interventions during WIN (What I Need) time or guided instruction.  Progress monitoring through mini-assessments and skill checks will occur every 3-4 weeks to track student growth in key RIT bands.  Instructional leaders will conduct data talks quarterly to monitor projected growth and adjust instructional strategies accordingly.</p> <p>STAAR Approaches/Meets/Masters:  Teachers will implement standards-based formative assessments (exit tickets, quick checks, performance tasks) aligned to STAAR readiness and supporting standards.  Campus common assessments will be administered every 6 weeks and analyzed through PLC data protocols to identify trends, gaps, and plan for re-teach or enrichment.  Teachers will engage students in error analysis and test-taking strategies to build assessment literacy.  Spiral review and weekly checkpoints targeting TEKS with low performance will be integrated into instruction.</p> <p>TELPAS (Reading, Writing, Speaking, Listening):  Language proficiency checkpoints using rubrics from the ELPS and TELPAS calibration guides will be embedded quarterly.  Teachers will collect and review student language samples (writing, recordings, etc.) bi-monthly to monitor growth and provide feedback.  CBLI language progress tools will be used to track student growth in each domain.  Academic vocabulary instruction and language objectives will be integrated into daily lessons and monitored through walkthroughs and lesson plans.</p> <p>Summative Measures:  Students will show 1.5 year's growth on NWEA MAP Growth from BOY to EOY.  Students performing at Approaches will increase from 84% to 94% on STAAR.  Students performing at Meets will increase from 60% to at least 70% on STAAR.  Students performing at Masters will increase from 30% to at least 40% on STAAR.  Students performing at Advance and Advance High will increase by 10% on TELPAS in reading, writing, speaking, and listening.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers, GT Champion, Specialists, Interventionists, &amp; Paras</p> <p><b>TEA Priorities:</b>  Build a foundation of reading and math  - <b>ESF Levers:</b></p>	Formative			Summative
	Oct	Dec	Feb	June

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction  
**Problem Statements:** Student Learning 1, 2, 3, 4, 5, 6



Moderate  
Progress

Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Staff members will have the opportunity based on data and interest to participate in ongoing professional learning teams, training, and conferences to improve Tier 1 instruction for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Indicators of Success</p> <p>Formative Measures  NWEA MAP Growth:  Students will engage in goal-setting conferences with teachers after each NWEA administration (BOY, MOY, EOY) to reflect on progress and identify next steps.  Teachers will use MAP Learning Continuum data to inform small group instruction and targeted interventions during WIN (What I Need) time or guided instruction.  Progress monitoring through mini-assessments and skill checks will occur every 3-4 weeks to track student growth in key RIT bands.  Instructional leaders will conduct data talks quarterly to monitor projected growth and adjust instructional strategies accordingly.</p> <p>STAAR Approaches/Meets/Masters:  Teachers will implement standards-based formative assessments (exit tickets, quick checks, performance tasks) aligned to STAAR readiness and supporting standards.  Campus common assessments will be administered every 6 weeks and analyzed through PLC data protocols to identify trends, gaps, and plan for re-teach or enrichment.  Teachers will engage students in error analysis and test-taking strategies to build assessment literacy.  Spiral review and weekly checkpoints targeting TEKS with low performance will be integrated into instruction.</p> <p>TELPAS (Reading, Writing, Speaking, Listening):  Language proficiency checkpoints using rubrics from the ELPS and TELPAS calibration guides will be embedded quarterly.  Teachers will collect and review student language samples (writing, recordings, etc.) bi-monthly to monitor growth and provide feedback.  CBLI language progress tools will be used to track student growth in each domain.  Academic vocabulary instruction and language objectives will be integrated into daily lessons and monitored through walkthroughs and lesson plans.</p> <p>Summative Measures:  Students will show 1.5 year's growth on NWEA MAP Growth from BOY to EOY.  Students performing at Approaches will increase from 84% to 94% on STAAR.  Students performing at Meets will increase from 60% to at least 70% on STAAR.  Students performing at Masters will increase from 30% to at least 40% on STAAR.  Students performing at Advance and Advance High will increase by 10% on TELPAS in reading, writing, speaking, and listening.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers, GT Champion, Specialists, Interventionists, &amp; Paras</p> <p><b>TEA Priorities:</b>  Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>- ESF Levers:</b></p>	Formative			Summative
	Oct	Dec	Feb	June
	 <p>Some Progress</p>			

<p>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 3, 4, 5, 6</p> <p><b>Funding Sources:</b> Training, Conferences, Travel, Supplies, Memberships - 199 General Fund - \$16,500</p>				
<p><b>Strategy 8 Details</b></p>	<p><b>Reviews</b></p>			
<p><b>Strategy 8:</b> Teachers and paras will implement content based language support strategies using the CBLI tool for all students, with emphasis on EB students.</p> <p><b>Strategy's Expected Result/Impact:</b> Indicators of Success</p> <p>Formative Measures</p> <p>NWEA MAP Growth:</p> <p>Students will engage in goal-setting conferences with teachers after each NWEA administration (BOY, MOY, EOY) to reflect on progress and identify next steps.</p> <p>Teachers will use MAP Learning Continuum data to inform small group instruction and targeted interventions during WIN (What I Need) time or guided instruction.</p> <p>Progress monitoring through mini-assessments and skill checks will occur every 3-4 weeks to track student growth in key RIT bands.</p> <p>Instructional leaders will conduct data talks quarterly to monitor projected growth and adjust instructional strategies accordingly.</p> <p>STAAR Approaches/Meets/Masters:</p> <p>Teachers will implement standards-based formative assessments (exit tickets, quick checks, performance tasks) aligned to STAAR readiness and supporting standards.</p> <p>Campus common assessments will be administered every 6 weeks and analyzed through PLC data protocols to identify trends, gaps, and plan for re-teach or enrichment.</p> <p>Teachers will engage students in error analysis and test-taking strategies to build assessment literacy.</p> <p>Spiral review and weekly checkpoints targeting TEKS with low performance will be integrated into instruction.</p> <p>TELPAS (Reading, Writing, Speaking, Listening):</p> <p>Language proficiency checkpoints using rubrics from the ELPS and TELPAS calibration guides will be embedded quarterly.</p> <p>Teachers will collect and review student language samples (writing, recordings, etc.) bi-monthly to monitor growth and provide feedback.</p> <p>CBLI language progress tools will be used to track student growth in each domain.</p> <p>Academic vocabulary instruction and language objectives will be integrated into daily lessons and monitored through walkthroughs and lesson plans.</p> <p>Summative Measures:</p> <p>Students will show 1.5 year's growth on NWEA MAP Growth from BOY to EOY.</p> <p>Students performing at Approaches will increase from 84% to 94% on STAAR.</p> <p>Students performing at Meets will increase from 60% to at least 70% on STAAR.</p> <p>Students performing at Masters will increase from 30% to at least 40% on STAAR.</p> <p>Students performing at Advance and Advance High will increase by 10% on TELPAS in reading, writing, speaking,</p>	<p><b>Formative</b></p>		<p><b>Summative</b></p>	
	<p><b>Oct</b></p>	<p><b>Dec</b></p>	<p><b>Feb</b></p>	<p><b>June</b></p>

and listening.

**Staff Responsible for Monitoring:** Administration, Teachers, GT Champion, Specialists, Interventionists, & Paras

**TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**


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

**Problem Statements:** Student Learning 5



Some  
Progress

Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Science teachers will implement the 5E model and hands on investigations for all students on a weekly basis. <b>Strategy's Expected Result/Impact:</b> Indicators of Success	Formative			Summative
	Oct	Dec	Feb	June

<p>Formative Measures</p> <p>NWEA MAP Growth:</p> <p>Students will engage in goal-setting conferences with teachers after each NWEA administration (BOY, MOY, EOY) to reflect on progress and identify next steps.</p> <p>Teachers will use MAP Learning Continuum data to inform small group instruction and targeted interventions during WIN (What I Need) time or guided instruction.</p> <p>Progress monitoring through mini-assessments and skill checks will occur every 3-4 weeks to track student growth in key RIT bands.</p> <p>Instructional leaders will conduct data talks quarterly to monitor projected growth and adjust instructional strategies accordingly.</p> <p>STAAR Approaches/Meets/Masters:</p> <p>Teachers will implement standards-based formative assessments (exit tickets, quick checks, performance tasks) aligned to STAAR readiness and supporting standards.</p> <p>Campus common assessments will be administered every 6 weeks and analyzed through PLC data protocols to identify trends, gaps, and plan for re-teach or enrichment.</p> <p>Teachers will engage students in error analysis and test-taking strategies to build assessment literacy.</p> <p>Spiral review and weekly checkpoints targeting TEKS with low performance will be integrated into instruction.</p> <p>TELPAS (Reading, Writing, Speaking, Listening):</p> <p>Language proficiency checkpoints using rubrics from the ELPS and TELPAS calibration guides will be embedded quarterly.</p> <p>Teachers will collect and review student language samples (writing, recordings, etc.) bi-monthly to monitor growth and provide feedback.</p> <p>CBLI language progress tools will be used to track student growth in each domain.</p> <p>Academic vocabulary instruction and language objectives will be integrated into daily lessons and monitored through walkthroughs and lesson plans.</p> <p>Summative Measures:</p> <p>Students will show 1.5 year's growth on NWEA MAP Growth from BOY to EOY.</p> <p>Students performing at Approaches will increase from 84% to 94% on STAAR.</p> <p>Students performing at Meets will increase from 60% to at least 70% on STAAR.</p> <p>Students performing at Masters will increase from 30% to at least 40% on STAAR.</p> <p>Students performing at Advance and Advance High will increase by 10% on TELPAS in reading, writing, speaking, and listening.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers, GT Champion, Specialists, Interventionists, &amp; Paras</p> <p><b>ESF Levers:</b></p> <p>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 4, 6</p>	 <p>Some Progress</p>			
<p><b>Strategy 10 Details</b></p>	<p><b>Reviews</b></p>			
<p><b>Strategy 10:</b> Math teachers will implement a daily warm - up with number sense routines and problem solving activity with all students.</p>	<p><b>Formative</b></p>	<p><b>Summative</b></p>		

**Strategy's Expected Result/Impact:** Indicators of Success

**Formative Measures**

**NWEA MAP Growth:**

Students will engage in goal-setting conferences with teachers after each NWEA administration (BOY, MOY, EOY) to reflect on progress and identify next steps.

Teachers will use MAP Learning Continuum data to inform small group instruction and targeted interventions during WIN (What I Need) time or guided instruction.

Progress monitoring through mini-assessments and skill checks will occur every 3-4 weeks to track student growth in key RIT bands.

Instructional leaders will conduct data talks quarterly to monitor projected growth and adjust instructional strategies accordingly.

**STAAR Approaches/Meets/Masters:**

Teachers will implement standards-based formative assessments (exit tickets, quick checks, performance tasks) aligned to STAAR readiness and supporting standards.

Campus common assessments will be administered every 6 weeks and analyzed through PLC data protocols to identify trends, gaps, and plan for re-teach or enrichment.

Teachers will engage students in error analysis and test-taking strategies to build assessment literacy.

Spiral review and weekly checkpoints targeting TEKS with low performance will be integrated into instruction.

**TELPAS (Reading, Writing, Speaking, Listening):**

Language proficiency checkpoints using rubrics from the ELPS and TELPAS calibration guides will be embedded quarterly.

Teachers will collect and review student language samples (writing, recordings, etc.) bi-monthly to monitor growth and provide feedback.

CBLI language progress tools will be used to track student growth in each domain.

Academic vocabulary instruction and language objectives will be integrated into daily lessons and monitored through walkthroughs and lesson plans.

**Summative Measures:**

Students will show 1.5 year's growth on NWEA MAP Growth from BOY to EOY.

Students performing at Approaches will increase from 84% to 94% on STAAR.

Students performing at Meets will increase from 60% to at least 70% on STAAR.

Students performing at Masters will increase from 30% to at least 40% on STAAR.

Students performing at Advance and Advance High will increase by 10% on TELPAS in reading, writing, speaking, and listening.

**Staff Responsible for Monitoring:** Administration, Teachers, GT Champion, Specialists, Interventionists, & Paras

**TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

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



Some  
Progress

**Oct**

**Dec**

**Feb**

**June**

Strategy 11 Details	Reviews			
<p><b>Strategy 11:</b> 95%-100% of classes will be aligned to instructional models and best practices in all content and fine art classes as evident during daily walkthroughs.</p> <p><b>Strategy's Expected Result/Impact:</b> Indicators of Success</p> <p>Formative Measures  NWEA MAP Growth:  Students will engage in goal-setting conferences with teachers after each NWEA administration (BOY, MOY, EOY) to reflect on progress and identify next steps.  Teachers will use MAP Learning Continuum data to inform small group instruction and targeted interventions during WIN (What I Need) time or guided instruction.  Progress monitoring through mini-assessments and skill checks will occur every 3-4 weeks to track student growth in key RIT bands.  Instructional leaders will conduct data talks quarterly to monitor projected growth and adjust instructional strategies accordingly.</p> <p>STAAR Approaches/Meets/Masters:  Teachers will implement standards-based formative assessments (exit tickets, quick checks, performance tasks) aligned to STAAR readiness and supporting standards.  Campus common assessments will be administered every 6 weeks and analyzed through PLC data protocols to identify trends, gaps, and plan for re-teach or enrichment.  Teachers will engage students in error analysis and test-taking strategies to build assessment literacy.  Spiral review and weekly checkpoints targeting TEKS with low performance will be integrated into instruction.</p> <p>TELPAS (Reading, Writing, Speaking, Listening):  Language proficiency checkpoints using rubrics from the ELPS and TELPAS calibration guides will be embedded quarterly.  Teachers will collect and review student language samples (writing, recordings, etc.) bi-monthly to monitor growth and provide feedback.  CBLI language progress tools will be used to track student growth in each domain.  Academic vocabulary instruction and language objectives will be integrated into daily lessons and monitored through walkthroughs and lesson plans.</p> <p>Summative Measures:  Students will show 1.5 year's growth on NWEA MAP Growth from BOY to EOY.  Students performing at Approaches will increase from 84% to 94% on STAAR.  Students performing at Meets will increase from 60% to at least 70% on STAAR.  Students performing at Masters will increase from 30% to at least 40% on STAAR.  Students performing at Advance and Advance High will increase by 10% on TELPAS in reading, writing, speaking, and listening.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers, Instructional Leadership Team</p> <p><b>TEA Priorities:</b>  Build a foundation of reading and math  - <b>ESF Levers:</b></p>	Formative			Summative
	Oct	Dec	Feb	June

Lever 5: Effective Instruction

**Funding Sources:** Instructional supplies and materials - 199 General Fund - \$25,711



Some  
Progress

Strategy 12 Details	Reviews			
<p><b>Strategy 12:</b> The campus will focus on the student ownership of learning clarity practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Indicators of Success</p> <p>Formative Measures  NWEA MAP Growth:  Students will engage in goal-setting conferences with teachers after each NWEA administration (BOY, MOY, EOY) to reflect on progress and identify next steps.  Teachers will use MAP Learning Continuum data to inform small group instruction and targeted interventions during WIN (What I Need) time or guided instruction.  Progress monitoring through mini-assessments and skill checks will occur every 3-4 weeks to track student growth in key RIT bands.  Instructional leaders will conduct data talks quarterly to monitor projected growth and adjust instructional strategies accordingly.</p> <p>STAAR Approaches/Meets/Masters:  Teachers will implement standards-based formative assessments (exit tickets, quick checks, performance tasks) aligned to STAAR readiness and supporting standards.  Campus common assessments will be administered every 6 weeks and analyzed through PLC data protocols to identify trends, gaps, and plan for re-teach or enrichment.  Teachers will engage students in error analysis and test-taking strategies to build assessment literacy.  Spiral review and weekly checkpoints targeting TEKS with low performance will be integrated into instruction.</p> <p>TELPAS (Reading, Writing, Speaking, Listening):  Language proficiency checkpoints using rubrics from the ELPS and TELPAS calibration guides will be embedded quarterly.  Teachers will collect and review student language samples (writing, recordings, etc.) bi-monthly to monitor growth and provide feedback.  CBLI language progress tools will be used to track student growth in each domain.  Academic vocabulary instruction and language objectives will be integrated into daily lessons and monitored through walkthroughs and lesson plans.</p> <p>Summative Measures:  Students will show 1.5 year's growth on NWEA MAP Growth from BOY to EOY.  Students performing at Approaches will increase from 84% to 94% on STAAR.  Students performing at Meets will increase from 60% to at least 70% on STAAR.  Students performing at Masters will increase from 30% to at least 40% on STAAR.  Students performing at Advance and Advance High will increase by 10% on TELPAS in reading, writing, speaking, and listening.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers, Instructional Leadership Team, Counselor, Paras</p> <p><b>TEA Priorities:</b>  Build a foundation of reading and math  - <b>ESF Levers:</b>  Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Dec	Feb	June

				<div><div><div></div></div><div>Some Progress</div></div>			
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No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 1 Problem Statements:****Demographics**

**Problem Statement 2:** Brazos Bend's at-risk data indicated that 40% of our students are at-risk, which is a 6% increase over the last 3 years. **Root Cause:** There are gaps with Tier 1 instruction for sub populations of students, specifically special education and emergent bilingual students.

**Student Learning**

**Problem Statement 1:** Student achievement on MAP data from BOY to MOY and EOY remained stagnant or decreased. **Root Cause:** All teachers did not follow rigorous assessment expectations and there are gaps with Tier 1 and Tier 2 instruction.

**Problem Statement 2:** Grade levels faced challenges with student achievement in reading, math, and science STAAR. Specifically, 3rd grade scored lower than anticipated in reading and math, 4th grade scored lower in math, and 5th grade scored lower in science. **Root Cause:** There is a lack of alignment and instructional rigor in some classrooms. Teachers lack strategies to keep students highly engaged during Tier 1 instruction.

**Problem Statement 3:** Sub-pops showed a decline in academic performance. (SPED and EB students) **Root Cause:** There is a lack of alignment and instructional rigor in classrooms. Teachers lack strategies to keep students highly engaged during Tier 1 and 2 instruction.

**Problem Statement 4:** Students are not making high enough academic gains at the master's level. Students increased in meets and above by 1 point and master's and above by 2 points on STAAR for the 25/26 school year. **Root Cause:** Teachers are not challenging students at an appropriate level. The highest performing students spend the least amount of time in small groups. Teachers are not maximizing instruction for high performing students.


**Problem Statement 5:** Students decreased TELPAS scoring at Advanced High by 8% and increased beginners by 5% **Root Cause:** Teachers lack training and are not implementing the CBLI supports for EB students with fidelity throughout the school year across the campus.




**Problem Statement 6:** Alignment to the instructional model across classrooms decreased by 22% for the 24/25 school year. **Root Cause:** The instructional leadership team missed opportunities to provide intense coaching, observation, and feedback in the fall semester due to a lack of collective efficacy.


**Goal 2:** Priority 2: Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (student, parents, and staff) are valued, inspired, and engaged.

**Performance Objective 1:** By May 2026, Brazos Bend Elementary will achieve an average satisfaction rating of at least 90% on the annual culture and climate survey completed by key stakeholders - staff, students, and families.

- High Priority**
- Evaluation Data Sources:** Culture/Climate Surveys, Stakeholder Feedback Sessions, PTO engagement meetings, CPAC Meetings
- Progress Monitoring Benchmarks:
- October 2025 (Quarter 1 Pulse Check): Achieve at least 80% satisfaction rating on an internal mid-year culture and climate survey.
  - January 2026 (Mid-Year Benchmark): Achieve at least 85% satisfaction rating on the mid-year culture and climate survey.
  - March 2026 (Quarter 3 Check): Maintain or exceed 88% satisfaction rating on stakeholder surveys.
  - May 2026 (End-of-Year Target): Achieve 90% or higher average satisfaction rating on the annual culture and climate survey.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Brazos Bend Elementary will strengthen communication channels by providing consistent, transparent, and multilingual communication through newsletters, emails, social media, and parent-teacher conferences, while also establishing a feedback loop to gather input from staff, families, and students through surveys.  <b>Strategy's Expected Result/Impact:</b> The campus will receive culture/climate survey average ratings of 90% or higher. <b>Staff Responsible for Monitoring:</b> Administration, Teachers, Specialists, Interventionists, & Paras  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Perceptions 4	Formative			Summative
	Oct	Dec	Feb	June
	 Considerable			

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> The school will foster a positive and inclusive school culture by recognizing and celebrating staff and student achievements on a monthly basis and implementing social-emotional learning (SEL) initiatives and student leadership opportunities to build a strong sense of community and belonging. <b>Strategy's Expected Result/Impact:</b> The campus will receive culture/climate survey average ratings of 90% or higher. <b>Staff Responsible for Monitoring:</b> Administration, Teachers, Specialists, Interventionists & Paras  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> Incentives, Events, Positive Behavior Support Resources - 199 General Fund - \$9,358		Formative			Summative
		Oct	Dec	Feb	June
		 Moderate Progress			
Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Increase stakeholder engagement, the campus will host quarterly family engagement nights, community events, and parent education workshops, while also encouraging active participation in CPAC, PTO, and campus volunteer opportunities. <b>Strategy's Expected Result/Impact:</b> The campus will receive culture/climate survey average ratings of 90% or higher. <b>Staff Responsible for Monitoring:</b> Administration, Teachers, Specialists, Interventionists & Paras  <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Perceptions 4 <b>Funding Sources:</b> Security and staff support for after hour events - 199 General Fund - \$3,000		Formative			Summative
		Oct	Dec	Feb	June
		 Moderate Progress			
Strategy 4 Details		Reviews			
<b>Strategy 4:</b> Brazos Bend Elementary will support staff well-being and retention by offering staff appreciation events, wellness initiatives, and professional growth opportunities, as well as establishing mentorship programs for both new and returning staff to promote collaboration and reduce burnout. <b>Strategy's Expected Result/Impact:</b> The campus will receive culture/climate survey average ratings of 90% or higher and retain at least 90% of staff for the 26/27 school year. <b>Staff Responsible for Monitoring:</b> Administration, Teachers, Specialists, Interventionists & Paras  <b>ESF Levers:</b> Lever 3: Positive School Culture		Formative			Summative
		Oct	Dec	Feb	June
		 Moderate Progress			


Strategy 5 Details	Reviews			
<b>Strategy 5:</b> The campus will monitor and respond to survey feedback by analyzing mid-year and end-of-year survey results to identify trends and areas of improvement, and will use this data to adjust strategies, celebrate successes, and ensure continuous improvement in school climate. <b>Strategy's Expected Result/Impact:</b> The campus will obtain culture/climate survey average ratings of 90% or higher <b>Staff Responsible for Monitoring:</b> Administration, Teachers, Specialists, Interventionists & Paras  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> The counselor will provide targeted supports for behavior, academics, and social emotional needs of students, staff, and the school community. <b>Strategy's Expected Result/Impact:</b> Indicators of Success  Formative Measures NWEA MAP Growth: Students will engage in goal-setting conferences with teachers after each NWEA administration (BOY, MOY, EOY) to reflect on progress and identify next steps. Teachers will use MAP Learning Continuum data to inform small group instruction and targeted interventions during WIN (What I Need) time or guided instruction. Progress monitoring through mini-assessments and skill checks will occur every 3-4 weeks to track student growth in key RIT bands. Instructional leaders will conduct data talks quarterly to monitor projected growth and adjust instructional strategies accordingly.  STAAR Approaches/Meets/Masters: Teachers will implement standards-based formative assessments (exit tickets, quick checks, performance tasks) aligned to STAAR readiness and supporting standards. Campus common assessments will be administered every 6 weeks and analyzed through PLC data protocols to identify trends, gaps, and plan for re-teach or enrichment. Teachers will engage students in error analysis and test-taking strategies to build assessment literacy. Spiral review and weekly checkpoints targeting TEKS with low performance will be integrated into instruction.  TELPAS (Reading, Writing, Speaking, Listening): Language proficiency checkpoints using rubrics from the ELPS and TELPAS calibration guides will be embedded quarterly. Teachers will collect and review student language samples (writing, recordings, etc.) bi-monthly to monitor growth and provide feedback. CBLI language progress tools will be used to track student growth in each domain. Academic vocabulary instruction and language objectives will be integrated into daily lessons and monitored through walkthroughs and lesson plans.  Summative Measures:	Formative			Summative
	Oct	Dec	Feb	June

Students will show 1.5 year's growth on NWEA MAP Growth from BOY to EOY.  
Students performing at Approaches will increase from 84% to 94% on STAAR.  
Students performing at Meets will increase from 60% to at least 70% on STAAR.  
Students performing at Masters will increase from 30% to at least 40% on STAAR.  
Students performing at Advance and Advance High will increase by 10% on TELPAS in reading, writing, speaking, and listening.  
**Staff Responsible for Monitoring:** Administration & Counselor

**TEA Priorities:**  
Build a foundation of reading and math  
- **ESF Levers:**  
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture  
**Problem Statements:** Demographics 1, 2 - Student Learning 1, 3, 4, 5 - School Processes & Programs 1 - Perceptions 2



Moderate Progress

Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Students will create respect agreements and participate in circles to decrease discipline and bullying. <b>Strategy's Expected Result/Impact:</b> The campus will decrease discipline incidents by 10% from 24/25 to 25/26. <b>Staff Responsible for Monitoring:</b> Administration, Teachers, Specialists, Interventionists, Paras  <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Perceptions 1, 5	Formative			Summative
	Oct	Dec	Feb	June
	 Considerable			
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> The campus will track and report student academic and behavior performance on a monthly basis to all stakeholders as we monitor our Wildly Important Goals, Lead Measures, and Lag measures. <b>Strategy's Expected Result/Impact:</b> Indicators of Success  Formative Measures NWEA MAP Growth: Students will engage in goal-setting conferences with teachers after each NWEA administration (BOY, MOY, EOY) to reflect on progress and identify next steps. Teachers will use MAP Learning Continuum data to inform small group instruction and targeted interventions during WIN (What I Need) time or guided instruction. Progress monitoring through mini-assessments and skill checks will occur every 3-4 weeks to track student growth in key RIT bands. Instructional leaders will conduct data talks quarterly to monitor projected growth and adjust instructional strategies accordingly.  STAAR Approaches/Meets/Masters: Teachers will implement standards-based formative assessments (exit tickets, quick checks, performance tasks) aligned to STAAR readiness and supporting standards. Campus common assessments will be administered every 6 weeks and analyzed through PLC data protocols to identify trends, gaps, and plan for re-teach or enrichment. Teachers will engage students in error analysis and test-taking strategies to build assessment literacy. Spiral review and weekly checkpoints targeting TEKS with low performance will be integrated into instruction.  TELPAS (Reading, Writing, Speaking, Listening): Language proficiency checkpoints using rubrics from the ELPS and TELPAS calibration guides will be embedded quarterly. Teachers will collect and review student language samples (writing, recordings, etc.) bi-monthly to monitor growth and provide feedback. CBLI language progress tools will be used to track student growth in each domain. Academic vocabulary instruction and language objectives will be integrated into daily lessons and monitored through walkthroughs and lesson plans.  Summative Measures: Students will show 1.5 year's growth on NWEA MAP Growth from BOY to EOY.	Formative			Summative
	Oct	Dec	Feb	June

Students performing at Approaches will increase from 84% to 94% on STAAR.  
Students performing at Meets will increase from 60% to at least 70% on STAAR.  
Students performing at Masters will increase from 30% to at least 40% on STAAR.  
Students performing at Advance and Advance High will increase by 10% on TELPAS in reading, writing, speaking, and listening.

**Staff Responsible for Monitoring:** Administration, Instructional Leadership Team

**TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 1, 2, 3, 4, 5, 6 - Perceptions 1, 5



Moderate Progress

Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> The instructional leadership team and administration will implement coaching, observation, and feedback practices collectively with staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Indicators of Success</p> <p>Formative Measures  NWEA MAP Growth:  Students will engage in goal-setting conferences with teachers after each NWEA administration (BOY, MOY, EOY) to reflect on progress and identify next steps.  Teachers will use MAP Learning Continuum data to inform small group instruction and targeted interventions during WIN (What I Need) time or guided instruction.  Progress monitoring through mini-assessments and skill checks will occur every 3-4 weeks to track student growth in key RIT bands.  Instructional leaders will conduct data talks quarterly to monitor projected growth and adjust instructional strategies accordingly.</p> <p>STAAR Approaches/Meets/Masters:  Teachers will implement standards-based formative assessments (exit tickets, quick checks, performance tasks) aligned to STAAR readiness and supporting standards.  Campus common assessments will be administered every 6 weeks and analyzed through PLC data protocols to identify trends, gaps, and plan for re-teach or enrichment.  Teachers will engage students in error analysis and test-taking strategies to build assessment literacy.  Spiral review and weekly checkpoints targeting TEKS with low performance will be integrated into instruction.</p> <p>TELPAS (Reading, Writing, Speaking, Listening):  Language proficiency checkpoints using rubrics from the ELPS and TELPAS calibration guides will be embedded quarterly.  Teachers will collect and review student language samples (writing, recordings, etc.) bi-monthly to monitor growth and provide feedback.  CBLI language progress tools will be used to track student growth in each domain.  Academic vocabulary instruction and language objectives will be integrated into daily lessons and monitored through walkthroughs and lesson plans.</p> <p>Summative Measures:  Students will show 1.5 year's growth on NWEA MAP Growth from BOY to EOY.  Students performing at Approaches will increase from 84% to 94% on STAAR.  Students performing at Meets will increase from 60% to at least 70% on STAAR.  Students performing at Masters will increase from 30% to at least 40% on STAAR.  Students performing at Advance and Advance High will increase by 10% on TELPAS in reading, writing, speaking, and listening.</p> <p><b>Staff Responsible for Monitoring:</b> Administratoin, Instructional Leadership Team, Teachers, Paras</p> <p><b>ESF Levers:</b>  Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Dec	Feb	June

**Problem Statements:** Student Learning 1, 2, 3, 4, 5, 6 - Perceptions 3

<div><div><div></div></div><div>Considerable</div></div>			
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No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 1 Problem Statements:****Demographics**

**Problem Statement 1:** Brazos Bend's attendance rate slightly above the district goal at 95.51% and the campus goal is 96%. **Root Cause:** We are missing additional opportunities to increase student attendance and provide wrap around support services for families needing help regarding attendance.

**Problem Statement 2:** Brazos Bend's at-risk data indicated that 40% of our students are at-risk, which is a 6% increase over the last 3 years. **Root Cause:** There are gaps with Tier 1 instruction for sub populations of students, specifically special education and emergent bilingual students.

**Student Learning**

**Problem Statement 1:** Student achievement on MAP data from BOY to MOY and EOY remained stagnant or decreased. **Root Cause:** All teachers did not follow rigorous assessment expectations and there are gaps with Tier 1 and Tier 2 instruction.

**Problem Statement 2:** Grade levels faced challenges with student achievement in reading, math, and science STAAR. Specifically, 3rd grade scored lower than anticipated in reading and math, 4th grade scored lower in math, and 5th grade scored lower in science. **Root Cause:** There is a lack of alignment and instructional rigor in some classrooms. Teachers lack strategies to keep students highly engaged during Tier 1 instruction.

**Problem Statement 3:** Sub-pops showed a decline in academic performance. (SPED and EB students) **Root Cause:** There is a lack of alignment and instructional rigor in classrooms. Teachers lack strategies to keep students highly engaged during Tier 1 and 2 instruction.

**Problem Statement 4:** Students are not making high enough academic gains at the master's level. Students increased in meets and above by 1 point and master's and above by 2 points on STAAR for the 25/26 school year. **Root Cause:** Teachers are not challenging students at an appropriate level. The highest performing students spend the least amount of time in small groups. Teachers are not maximizing instruction for high performing students.

**Problem Statement 5:** Students decreased TELPAS scoring at Advanced High by 8% and increased beginners by 5% **Root Cause:** Teachers lack training and are not implementing the CBLI supports for EB students with fidelity throughout the school year across the campus.

**Problem Statement 6:** Alignment to the instructional model across classrooms decreased by 22% for the 24/25 school year. **Root Cause:** The instructional leadership team missed opportunities to provide intense coaching, observation, and feedback in the fall semester due to a lack of collective efficacy.

**School Processes & Programs**

**Problem Statement 1:** The campus continues to experience challenges in retaining staff, as evidenced by retention rates below the district's target benchmark, which impacts instructional continuity and student achievement. **Root Cause:** A lack of sustained professional support, educator burnout, limited mentorship for novice or struggling teachers, and competition from surrounding districts offering more attractive compensation or working conditions.

**Perceptions**

**Problem Statement 1:** Bullying is not consistently addressed or communicated effectively, leading to low parent confidence in school safety protocols. **Root Cause:** Inconsistent follow-up or documentation of bullying incidents. Lack of clear communication with families about investigations and outcomes. Limited staff training on restorative practices and anti-bullying interventions.

## Perceptions

**Problem Statement 2:** Students lack clarity around academic expectations and fairness in school rules, which affects motivation and engagement. **Root Cause:** Insufficient communication or modeling of grading criteria and behavior expectations. Variability in how rules and consequences are enforced across classrooms. Limited use of student voice and perspective in shaping classroom norms and understanding grading processes.

**Problem Statement 3:** Programs for English learners are underdeveloped, limiting access to language supports and academic success. **Root Cause:** Lack of targeted professional development for general education teachers on ESL strategies. Insufficient staffing or dedicated personnel to support English learners effectively. Inadequate use of data to design and implement differentiated interventions for language acquisition.

**Problem Statement 4:** Parent engagement dipped significantly in December and January compared to previous years. **Root Cause:** Many families travel and do not attend school during the holiday seasons.

**Problem Statement 5:** The top discipline incident is inappropriate physical contact. **Root Cause:** Staff do not consistently teach students appropriate coping and conflict resolution strategies.


**Goal 3:** Priority 3: Exhibit financial responsibility through transparent budgeting processes and effective management of resources aligned to the district strategic plan.

**Performance Objective 1:** During the 2025-2026 school year, Brazos Bend Elementary will exhibit financial responsibility by implementing transparent budgeting practices and ensuring that 100% of campus expenditures are aligned to the district's strategic plan and campus priorities.

**High Priority**

**Evaluation Data Sources:** Input from Stakeholders, Budget Reports, Transaction Reports, Receipts, & Running Balances

Progress Monitoring Checkpoints:  
Quarter 1 (September 2025): Conduct an initial budget review with campus leadership and staff representatives to ensure that all approved expenditures align with district and campus priorities.  
Quarter 2 (December 2025): Share a mid-year budget update with stakeholders, highlighting expenditures directly tied to instructional programs, professional development, and student achievement.  
Quarter 3 (March 2026): Engage the Campus Planning Advisory Council (CPAC) and staff in budget planning for the upcoming year; review expenditure alignment and resource utilization.  
Quarter 4 (May 2026): Complete a final budget accountability review to verify that 100% of expenditures supported the district's strategic plan and campus goals. Share results with stakeholders for transparency.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Conduct a biweekly review of budget allocations to ensure spending aligns with the district's strategic plan and campus priorities. <b>Strategy's Expected Result/Impact:</b> 100% of campus expenditures will be aligned to the district goals and priorities. <b>Staff Responsible for Monitoring:</b> Admin, Instructional Leadership Members, CPAC  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Dec	Feb	June
	 Considerable			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Prioritize funding for classroom materials and intervention resources that directly impact student learning. <b>Strategy's Expected Result/Impact:</b> Indicators of Success  Formative Measures NWEA MAP Growth: Students will engage in goal-setting conferences with teachers after each NWEA administration (BOY, MOY, EOY) to reflect on progress and identify next steps. Teachers will use MAP Learning Continuum data to inform small group instruction and targeted interventions during WIN (What I Need) time or guided instruction. Progress monitoring through mini-assessments and skill checks will occur every 3-4 weeks to track student growth in	Formative			Summative
	Oct	Dec	Feb	June

key RIT bands.  
Instructional leaders will conduct data talks quarterly to monitor projected growth and adjust instructional strategies accordingly.

**STAAR Approaches/Meets/Masters:**  
Teachers will implement standards-based formative assessments (exit tickets, quick checks, performance tasks) aligned to STAAR readiness and supporting standards.  
Campus common assessments will be administered every 6 weeks and analyzed through PLC data protocols to identify trends, gaps, and plan for re-teach or enrichment.  
Teachers will engage students in error analysis and test-taking strategies to build assessment literacy.  
Spiral review and weekly checkpoints targeting TEKS with low performance will be integrated into instruction.

**TELPAS (Reading, Writing, Speaking, Listening):**  
Language proficiency checkpoints using rubrics from the ELPS and TELPAS calibration guides will be embedded quarterly.  
Teachers will collect and review student language samples (writing, recordings, etc.) bi-monthly to monitor growth and provide feedback.  
CBLI language progress tools will be used to track student growth in each domain.  
Academic vocabulary instruction and language objectives will be integrated into daily lessons and monitored through walkthroughs and lesson plans.

**Summative Measures:**  
Students will show 1.5 year's growth on NWEA MAP Growth from BOY to EOY.  
Students performing at Approaches will increase from 84% to 94% on STAAR.  
Students performing at Meets will increase from 60% to at least 70% on STAAR.  
Students performing at Masters will increase from 30% to at least 40% on STAAR.  
Students performing at Advance and Advance High will increase by 10% on TELPAS in reading, writing, speaking, and listening.








**Staff Responsible for Monitoring:** Admin, Instructional Leadership Members, CPAC

**TEA Priorities:**  
Build a foundation of reading and math  
- **ESF Levers:**  
Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments

**Problem Statements:** Student Learning 1, 3, 4, 5



Moderate  
Progress

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Track resource usage and inventory to reduce waste and reallocate underused materials where needed. <b>Strategy's Expected Result/Impact:</b> 100% of campus expenditures will be aligned to the district goals and priorities. <b>Staff Responsible for Monitoring:</b> Admin, Executive Director & Leadership Team  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Dec	Feb	June
	 Moderate Progress			
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Involve stakeholders in budget planning through CPAC input to ensure equitable and purposeful use of funds. <b>Strategy's Expected Result/Impact:</b> 100% of campus expenditures will be aligned to the district goals and priorities. <b>Staff Responsible for Monitoring:</b> Admin and Executive Director  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
	 Moderate Progress			
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Provide students and staff with incentives for meeting targeted goals and performance objectives. <b>Strategy's Expected Result/Impact:</b> 100% of campus expenditures will be aligned to the district goals and priorities. <b>Staff Responsible for Monitoring:</b> Admin, Executive Director & Team Leaders  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
	 Moderate Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

### Performance Objective 1 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> Student achievement on MAP data from BOY to MOY and EOY remained stagnant or decreased. <b>Root Cause:</b> All teachers did not follow rigorous assessment expectations and there are gaps with Tier 1 and Tier 2 instruction.
<b>Problem Statement 3:</b> Sub-pops showed a decline in academic performance. (SPED and EB students) <b>Root Cause:</b> There is a lack of alignment and instructional rigor in classrooms. Teachers lack strategies to keep students highly engaged during Tier 1 and 2 instruction.

### Student Learning

**Problem Statement 4:** Students are not making high enough academic gains at the master's level. Students increased in meets and above by 1 point and master's and above by 2 points on STAAR for the 25/26 school year. **Root Cause:** Teachers are not challenging students at an appropriate level. The highest performing students spend the least amount of time in small groups. Teachers are not maximizing instruction for high performing students.

**Problem Statement 5:** Students decreased TELPAS scoring at Advanced High by 8% and increased beginners by 5% **Root Cause:** Teachers lack training and are not implementing the CBLI supports for EB students with fidelity throughout the school year across he campus.

# State Compensatory

## Budget for Brazos Bend Elementary

**Total SCE Funds:** \$3,264.00

**Total FTEs Funded by SCE:** 0

### Brief Description of SCE Services and/or Programs

Compensatory Education Allotment Funds are used to supplement interventions, instructional materials and resources, family and community engagement initiatives, and counseling support programs.

# Campus Funding Summary

199 General Fund					
Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Managed Printer Costs		\$3,253.00
1	1	4	Tutorial staff, materials, and supplies		\$8,000.00
1	1	7	Training, Conferences, Travel, Supplies, Memberships		\$16,500.00
1	1	11	Instructional supplies and materials		\$25,711.00
2	1	2	Incentives, Events, Positive Behavior Support Resources		\$9,358.00
2	1	3	Security and staff support for after hour events		\$3,000.00
Sub-Total					\$65,822.00