

Fort Bend Independent School District
Brazos Bend Elementary
2024-2025 Campus Improvement Plan



Mission Statement

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

Brazos Bend Elementary's Mission Statement: The parents, staff, and community of Brazos Bend Elementary are dedicated to promoting each child's intellectual, physical, moral, and social development to assist them in becoming responsible young citizens in an ever changing world.

Vision

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

BBE's Vision: BBE will promote a school community built on transparency, trust, and servant leadership.

Shared Values

Shared Value Statement: BBE - where a path to excellence is paved for every student every day.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Brazos Bend Elementary is a diverse school community that has historically performed well on standardized assessments. Parent engagement has increased by over 2000 contacts from the previous year. Student attendance is above the district average at 95.51% over 95.30%, and teacher turnover increased from 52.25% to 70.83% and from 70.83% to 94% from 2022 to 2024. Students need more opportunities that challenge their thinking, differentiated strategies to close achievement gaps, and opportunities to engage in authentic writing across the curriculum. The campus will need to strengthen Tier 1 instruction, its intervention program, and GT initiatives to effectively meet the needs of all students and to close achievement gaps. New staff will need intensive training on instructional models and campus administration will need to engage all stakeholders to decrease bullying and work collaboratively to maintain and improve a positive culture and climate.

Demographics

Demographics Summary

Brazos Bend has a diverse student population from different cultures and backgrounds with an enrollment of 720 students. The demographics are 48.61% female, 51.39% male, 15.56% Hispanic-Latino, 0.69% American Indian, 42.92% Asian, 12.36% African American, 23.06% White, and 5.42% identified as two or more races. Brazos Bend's overall attendance rate is 95.51%, which is 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 to promote the importance of school attendance. Brazos Bend's at-risk data indicated that 44.58% of our students are at-risk, 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 increased from 5.25% to 12.92% over the last five years. 12.92% of students are special education, 39.58% are emergent bilingual, 32.50% are English as a Second Language, and 6.81% are in the alternative ESL Language Program. 2 students are classified as homeless. Our at-risk indicators are 12.78% immigrant, 46.39% economically disadvantaged, 40.83% free meals, and 3.75% reduced meals. The campus retention rate is currently 94% for campus staff, which improved from 70.83% in the previous school year. Campus staff new to the district, increased from 2023 to 2024 by 11.11%. The campus follows the district's curriculum located in the Schoology platform. There is one principal, an assistant principal, a campus compliance coordinator, and a counselor. BBE has a leadership team that is made up of two interventionists, 1.5 dyslexia teachers, a campus compliance coordinator, a counselor, an assistant principal, and a principal. Our campus has one team leader per grade level (PK-5, SPED, specialists, ancillary, and special education). Our campus has 8 district required committees led by staff members and/or administrators. Brazos Bend Elementary historically retains highly qualified staff. Typically, staff leave due to retirement, moving closer to home, or pursuing advancement. 29.6% of our staff have 11 to 20 years of teaching experience. As teachers retire or become promoted, we will recruit and retain new teachers and train them to continue the high standards of excellence at Brazos Bend Elementary. We will recruit staff through the FBISD Job Fairs, TALEO, and professional recommendations. New teachers with zero years of experience will be assigned a TAPP mentor to help ensure they have a structured support system.

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 student attendance rate is slightly above the district's goal of 95.30% at 95.51%

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

Problem Statement 2 (Prioritized): Campus staff new to the district, increased from 2023 to 2024 by 11.11%

Root Cause: Staff leave the campus because of retirements and promotions. Teachers are recruited from surrounding districts as there are limited grow your own programs and current employees interested in the teaching and leadership pathways.

Student Learning

Student Learning Summary

Students improved overall performance on BAS by 5% in kinder, 15% in 1st grade, and 8% in 2nd grade. Students showed regression of 3.15% on Circle Reading, and exhibited 2% growth on the overall Circle Math. On, Tx-KEA math students regressed by 1%. On TELPAS, students grew 4% at the Intermediate, Advanced, and Advanced High levels, and increased Advanced High performance by 12% from 22/23 to 24/25. Students grew 9% on Reading REN, and 10% on Math REN. 97% of classes were aligned to the instructional models as evidenced in walkthrough data and increased by 2% from the beginning of the year (BOY) to the end of the year (EOY). On STAAR, the campus remained stagnant on overall student achievement and decreased the number of students at Masters by 5%, while increasing approaches and above by 1%.

	22-23	23-24
STAAR	All Subjects	All Subjects
	83% at Approaches and above 59% at Meets and above 33% at Masters	84% at Approaches and Above (+1) 59% at Meets and Above (+0) 28% at Masters (-5)

Student Learning Strengths

Summary Statements: Data comparison from 22-23 to 23-24: Kinder students increased performance on BAS by 5%, 1st grade increased by 15%, and 2nd grade increased by 8%. On REN students increased performance by 9% in reading and 11% in math. On TELPAS, students increased 4% at intermediate and above, 12% at advanced high, and 2% at intermediate. In Science, 5th grade students increased 3% at masters and 5% at approaches and above. From the BOY to EOY, alignment to the instructional models increased by 2%. Overall, on STAAR, students at approaches and above increased by 1%.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Literacy rates have decreased in PreK, and math rates have decreased in kindergarten from 86% o 85%.

Root Cause: Many of our students are enrolling as limited English proficiency students, and teachers are not equipped with adequate training, strategies or resources to better support LEP students in a variety of learning settings.

Problem Statement 2 (Prioritized): Students showed regression in achieving masters, which has been consistent from 2021 to 2024. Campus overall student achievement data on STAAR decreased from 88% to 86% from the 22/23 school year to the 23/24 school year.

Root Cause: Teachers do not consistently implement differentiation and small group instruction to meet the needs of sub-population of students. Teachers are not adequately trained nor equipped to implement project-based learning and enrichment to challenge students at deeper levels.

School Processes & Programs

School Processes & Programs Summary

Grade level PLC and SST meetings are held consistently to ensure the curriculum is implemented with fidelity as well as to analyze data to determine next steps and needed student interventions. Teachers implement the appropriate instructional model for each content area and understand how to use formative assessment to guide their instructional decisions and next steps. Teachers, specialists, and administrators collaborate during PLC meetings to identify areas of needed improvement and to celebrate strengths and accomplishments. Walkthroughs are completed throughout the year, and data is analyzed to ensure teachers are on track with the curriculum as well as the level of rigor for each subject area. Regular feedback concerning instruction is provided to teachers via observation, coaching, and feedback, conferences, T-TESS, CSTs and PLC meetings to identify strengths and areas of improvement. Teachers participate in district and campus professional development throughout the school year that is aligned to instruction, safety, discipline, and extended professional learning.

Brazos Bend Elementary administrators understand the importance of structured systems to support teachers and staff in providing a quality educational program to all students. Therefore, administrators regularly provide feedback and coaching, and communicate expectations and/or pertinent information via PLC meetings, email, team leader meetings, faculty meetings, weekly newsletters, PLC meetings, T-TESS observations, walk-throughs, etc. Based on the ongoing support, teachers and staff provide instructional opportunities for students that are differentiated, research-based, and aligned to the curriculum. Identified at-risk students are discussed in monthly Student Support Team meetings with teachers, administrators, and specialists in which campus members review progress monitoring data, determine tier 2 and 3 interventions, and identify the next steps to better support individual students. The master schedule has embedded PLC and intervention time to protect and increase teachers' planning times and to minimize disruption to the instructional day. All PLC meetings will be conducted daily from 7:50 -9:00 on a rotating basis for all grade levels. During this time, outclass teachers will support students in various content areas while classroom teachers are meeting in PLC. Students will also rotate through an additional PE class during PLCs. Additionally, the counselor will work with a group of students on Core Essentials, Mental Health Training, No Place for Hate Activities, Health and Wellness Activities, etc.

Brazos Bend Elementary is also a blended learning campus by utilizing Schoology for students to access digital materials and assignments. Each classroom is equipped with a technology cart to share devices.

Only 78% of parents feel that students receive support that addresses their individual needs. 23% of campus-based staff feel that GT services are fair or poor. All students do not have access to clubs and after-school activities. All GT students are not engaged in enrichment assignments in the curriculum as often as they should. The campus staff new to the district increased from 23 to 24 by 11.11%

Current Campus Programs:

Chess Club, National Honor Society, Student Council, GT, Academic Content Nights, Brazos Bend Elementary, Science Fair, Kindness Club, Art Club, Book Club, Choir Club

School Processes & Programs Strengths

Brazos Bend implements intervention/enrichment daily during a scheduled 45-minute block. Students are instructed in small groups from their grade level to give additional intervention/enrichment opportunities. Students will be pulled to target specific skills needed in reading and math, participate in tutorials to close learning gaps based on STAAR data, partake in project-based learning, and daily science instruction. During campus professional development, teams have the opportunity to engage in rigorous learning opportunities and instructional strategies modeled by the leadership team, peers, and specialists. Students are showing gains on TELPAS and progress monitoring assessments.

Enrichment consists of science TEKS that are cross-curricular. Grade levels will provide science enrichment and interventions for students based on need. The science enrichment will consist of: vocabulary, reading, lab, technology, and written responses. Reading and math will also be rotated during the intervention/enrichment block to support students. In addition, Brazos Bend will collaborate with surrounding campuses to allow Pre-kindergarten and outclass to plan together during professional development.

Brazos Bend has a strong PTO who plans activities to engage in partnerships with the community.

BBE students participates in several after school clubs sponsored by extended learning and Brazos Bend Staff. Student Ownership of Learning is a focus at Brazos Bend Elementary and will provides multiple opportunities for students to build relationships with their teachers and peers. Brazos Bend will continue to focus on goal setting and feedback opportunities for students and staff to support district priorities and personal learning growth.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): All students do not have access to clubs and after-school activities.

Root Cause: Staff members do not want to provide the additional time to stay after hours to meet requirements for clubs consistently.

Problem Statement 2 (Prioritized): All GT students are not engaged in enrichment assignments in the curriculum as often as they should.

Root Cause: Teachers do not consistently plan and execute enrichment activities in the curriculum that will challenge the GT students.

Perceptions

Perceptions Summary

The perception summary is based on data from K12 Insight that is taken by parents and staff members. The results are as follows: bullying is not tolerated in my school and being investigated improved from 92% to 94%. However, staff members being responsive to bullying is one of the lowest ratings at 88%. The awareness of safety and security procedures at BBE decreased by 6% from the Spring of 2023 to the Spring of 2024. Cultural diversity is a strength at 87% and parental involvement is rated at 80%. Overall, school quality has increased by 16%. 90% of parents and staff agree that BBE's quality is good or excellent. 93.84% of staff perceive that the principal supports a positive culture and climate, while 72.30% of staff perceive campus morale to be high. Parents and staff feel there are not enough athletic program opportunities on the campus. Parent engagement increased by 2004 contacts from the 22-23 school year to the 23-24 school year. Staff retention is 94% for the 24/25 school year, which is up from 70.83% the previous school year.

Perceptions Strengths

Family engagement opportunities increased by 30%, and family education programs improved by 75%. Cultural diversity is a strength at 87% and parental involvement is at 80%. Overall school quality increased by 16%. 90% of parents and staff agree that BBE's quality is good or excellent.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Community service had the lowest rating at 88%.

Root Cause: There were not many community service opportunities besides the kindness clubs and NEHS student activities, and the campus did not widely promote community service opportunities for students, staff, nor parents.

Problem Statement 2 (Prioritized): Morale is perceived to be low at 72% of staff agreeing or strongly agreeing that morale is high, while promoting a positive culture and the climate is high at 94%.

Root Cause: All staff members are not collectively and systematically invested in the mission, vision, and value statement due to a lack of specified opportunities to celebrate and promote all staff in engaging activities beyond the required work assignments. Additionally, staff members do not like meetings after school, which is sometimes required to work on campus initiatives.

Problem Statement 3 (Prioritized): There are not enough athletic programs and clubs on the campus to meet the needs of all students.

Root Cause: There are not enough staff members with an interest in staying after hours to sponsor athletic clubs, and the lack of funding and incentives contributes to their lack of interest.

Problem Statement 4 (Prioritized): Responsiveness to bullying is at 88%, which is considered low compared to how bullying is not tolerated and addressed at the school at 94% agreeing or strongly agreeing.

Root Cause: There is not a systematic way to report, track, and follow through with bullying on the campus. Complaints are reported in a variety of modalities and processed by administration as they arrive.

Problem Statement 5 (Prioritized): The awareness of safety and security procedures at BBE decreased by 6% from the Spring of 2023 to the Spring of 2024.

Root Cause: Administrators did not consistently involve all staff in safety protocol practices throughout the school year for 23/24 as there was a lack of administrative support due to an employee being out for more than 1/2 the school year. Teachers were not involved in the process and decision making for implementing safety protocol practices.

Priority Problem Statements

Problem Statement 1: Brazos Bend's student attendance rate is slightly above the district's goal of 95.30% at 95.51%

Root Cause 1: We are missing additional opportunities on the attendance committee to increase student attendance and provide wrap around support services for families needing help regarding attendance.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Campus staff new to the district, increased from 2023 to 2024 by 11.11%

Root Cause 2: Staff leave the campus because of retirements and promotions. Teachers are recruited from surrounding districts as there are limited grow your own programs and current employees interested in the teaching and leadership pathways.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Literacy rates have decreased in PreK, and math rates have decreased in kindergarten from 86% to 85%.

Root Cause 3: Many of our students are enrolling as limited English proficiency students, and teachers are not equipped with adequate training, strategies or resources to better support LEP students in a variety of learning settings.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Students showed regression in achieving masters, which has been consistent from 2021 to 2024. Campus overall student achievement data on STAAR decreased from 88% to 86% from the 22/23 school year to the 23/24 school year.

Root Cause 4: Teachers do not consistently implement differentiation and small group instruction to meet the needs of sub-population of students. Teachers are not adequately trained nor equipped to implement project-based learning and enrichment to challenge students at deeper levels.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Community service had the lowest rating at 88%.

Root Cause 5: There were not many community service opportunities besides the kindness clubs and NEHS student activities, and the campus did not widely promote community service opportunities for students, staff, nor parents.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: All students do not have access to clubs and after-school activities.

Root Cause 6: Staff members do not want to provide the additional time to stay after hours to meet requirements for clubs consistently.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: All GT students are not engaged in enrichment assignments in the curriculum as often as they should.

Root Cause 7: Teachers do not consistently plan and execute enrichment activities in the curriculum that will challenge the GT students.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Morale is perceived to be low at 72% of staff agreeing or strongly agreeing that morale is high, while promoting a positive culture and the climate is high at 94%.

Root Cause 8: All staff members are not collectively and systematically invested in the mission, vision, and value statement due to a lack of specified opportunities to celebrate and promote all staff in engaging activities beyond the required work assignments. Additionally, staff members do not like meetings after school, which is sometimes required to work on campus initiatives.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: There are not enough athletic programs and clubs on the campus to meet the needs of all students.

Root Cause 9: There are not enough staff members with an interest in staying after hours to sponsor athletic clubs, and the lack of funding and incentives contributes to their lack of interest.

Problem Statement 9 Areas: Perceptions

Problem Statement 10: Responsiveness to bullying is at 88%, which is considered low compared to how bullying is not tolerated and addressed at the school at 94% agreeing or strongly agreeing.

Root Cause 10: There is not a systematic way to report, track, and follow through with bullying on the campus. Complaints are reported in a variety of modalities and processed by administration as they arrive.

Problem Statement 10 Areas: Perceptions

Problem Statement 11: The awareness of safety and security procedures at BBE decreased by 6% from the Spring of 2023 to the Spring of 2024.

Root Cause 11: Administrators did not consistently involve all staff in safety protocol practices throughout the school year for 23/24 as there was a lack of administrative support due to an employee being out for more than 1/2 the school year. Teachers were not involved in the process and decision making for implementing safety protocol practices.

Problem Statement 11 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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- 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
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students.

Performance Objective 1: By May 2025, BBE will improve the effectiveness of Tier I instruction, interventions, and enrichment in all content areas for all students through the use of an aligned curriculum, data driven instruction, and student ownership of learning practices as evidenced through the indicators of success to impact the overall student achievement on the campus.

High Priority

HB3 Goal




Indicators of Success: Indicators of Success: STAAR, CLI, TELPAS, Attendance, MAP assessments, District Learning Assessments, Interim Assessments




Formative Indicators of Success:


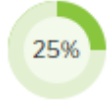

- * By January of 2025 the percentage of students showing growth in literacy and math on MAP assessments will increase by .75 year's growth from BOY to MOY.
- * By January of 2025 the percentage of students on or above level on BAS will increase by 10% from BOY to MOY
- * By February of 2025 the percentage of pre-kindergarten students showing growth in literacy and math on CIRCLE will increase by 10% from BOY to MOY.

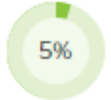


Summative Indicators of Success:

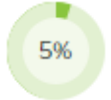


- By June 2025, BBE will increase student performance on MAP assessments in reading and math by at least 1.5 years growth from the BOY to EOY assessment.
- By June 2025, BBE will increase student performance on STAAR in reading, math, and science by at least 10% from the 22-23 school year.
- By June 2025, BBE will increase students' composite score to advanced high on TELPAS by at least 10% .




Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will participate in professional learning communities every 6 days to plan for and implement Tier I instructional models and formative assessments for ELAR, Math, and Science for all students.</p> <p>* Observations of implementation of instructional model * CST Walks * Digital data walls will be used to track reading levels and math district learning assessment data. * PLC/SST agendas will show the planning of small groups in guided reading, math, and intervention based on running records, CFAs, MAP, and BAS. *Lesson Plans *Formative Assessments</p> <p>Strategy's Expected Result/Impact: Strategy's Expected Result/Impact: STAAR, CLI, TELPAS, Attendance, MAP assessments, District Learning Assessments, Interim Assessments,</p> <p>Indicators of Success: STAAR, CLI, TELPAS, Attendance, MAP assessments, District Learning Assessments, Interim Assessments</p> <p>Formative Indicators of Success: * By January of 2025 the percentage of students showing growth in literacy and math on MAP assessments will increase by .75 year's growth from BOY to MOY. * By January of 2025 the percentage of students on or above level on BAS will increase by 10% from BOY to MOY * By February of 2025 the percentage of pre-kindergarten students showing growth in literacy and math on CIRCLE will increase by 10% from BOY to MOY.</p> <p>Summative Indicators of Success: By June 2025, BBE will increase student performance on MAP assessments in reading and math by at least 1.5 years growth from the BOY to EOY assessment. By June 2025, BBE will increase student performance on STAAR in reading, math, and science by at least 10% from the 22-23 school year. By June 2025, BBE will increase students' composite score to advanced high on TELPAS by at least 10% .</p> <p>Staff Responsible for Monitoring: Administration and Leadership Team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: Instruction - 199 General Fund - \$50,377</p>	Formative			Summative
	Oct	Dec	Feb	June
				




Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will plan for and implement small group instruction for ELAR and Math and use data binders and running records to track students' progress at least 4 days a week.</p> <p>Strategy Evidence:</p> <ul style="list-style-type: none"> * Observations of implementation of instructional model * CST Walks * Digital Data walls * PLC/SST agendas will show the planning of small groups in guided reading, math, and intervention based on running records, CFAs, and MAP. * Small groups plans <p>Strategy's Expected Result/Impact: Strategy's Expected Result/Impact: STAAR, CLI, TELPAS, Attendance, MAP assessments, District Learning Assessments, Interim Assessments,</p> <p>Indicators of Success: STAAR, CLI, TELPAS, Attendance, MAP assessments, District Learning Assessments, Interim Assessments</p> <p>Formative Indicators of Success:</p> <ul style="list-style-type: none"> * By January of 2025 the percentage of students showing growth in literacy and math on MAP assessments will increase by .75 year's growth from BOY to MOY. * By January of 2025 the percentage of students on or above level on BAS will increase by 10% from BOY to MOY * By February of 2025 the percentage of pre-kindergarten students showing growth in literacy and math on CIRCLE will increase by 10% from BOY to MOY. <p>Summative Indicators of Success:</p> <p>By June 2025, BBE will increase student performance on MAP assessments in reading and math by at least 1.5 years growth from the BOY to EOY assessment.</p> <p>By June 2025, BBE will increase student performance on STAAR in reading, math, and science by at least 10% from the 22-23 school year.</p> <p>By June 2025, BBE will increase students' composite score to advanced high on TELPAS by at least 10% .</p> <p>Staff Responsible for Monitoring: Administration and Leadership Team</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: Curriculum Development - 199 General Fund - \$2,500</p>	Formative			Summative
	Oct	Dec	Feb	June
				




Strategy 3 Details	Reviews			
<p>Strategy 3: Students will utilize supplemental print and digital materials daily to meet their differentiated needs.</p> <p>Strategy's Expected Result/Impact: Strategy's Expected Result/Impact: STAAR, CLI, TELPAS, Attendance, MAP assessments, District Learning Assessments, Interim Assessments,</p> <p>Indicators of Success: STAAR, CLI, TELPAS, Attendance, MAP assessments, District Learning Assessments, Interim Assessments</p> <p>Formative Indicators of Success:</p> <ul style="list-style-type: none"> * By January of 2025 the percentage of students showing growth in literacy and math on MAP assessments will increase by .75 year's growth from BOY to MOY. * By January of 2025 the percentage of students on or above level on BAS will increase by 10% from BOY to MOY * By February of 2025 the percentage of pre-kindergarten students showing growth in literacy and math on CIRCLE will increase by 10% from BOY to MOY. <p>Summative Indicators of Success:</p> <p>By June 2025, BBE will increase student performance on MAP assessments in reading and math by at least 1.5 years growth from the BOY to EOY assessment.</p> <p>By June 2025, BBE will increase student performance on STAAR in reading, math, and science by at least 10% from the 22-23 school year.</p> <p>By June 2025, BBE will increase students' composite score to advanced high on TELPAS by at least 10% .</p> <p>Staff Responsible for Monitoring: Administration, Leadership Team, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Oct	Dec	Feb	June
				




Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will provide targeted small group instruction in reading, math, and science during the 45 minute intervention block to close achievement gaps for all students with emphasis on GT, special education, and EB students on a daily basis.</p> <p>Strategy's Expected Result/Impact: Strategy's Expected Result/Impact: STAAR, CLI, TELPAS, Attendance, MAP assessments, District Learning Assessments, Interim Assessments,</p> <p>Indicators of Success: STAAR, CLI, TELPAS, Attendance, MAP assessments, District Learning Assessments, Interim Assessments</p> <p>Formative Indicators of Success:</p> <ul style="list-style-type: none"> * By January of 2025 the percentage of students showing growth in literacy and math on MAP assessments will increase by .75 year's growth from BOY to MOY. * By January of 2025 the percentage of students on or above level on BAS will increase by 10% from BOY to MOY * By February of 2025 the percentage of pre-kindergarten students showing growth in literacy and math on CIRCLE will increase by 10% from BOY to MOY. <p>Summative Indicators of Success:</p> <p>By June 2025, BBE will increase student performance on MAP assessments in reading and math by at least 1.5 years growth from the BOY to EOY assessment.</p> <p>By June 2025, BBE will increase student performance on STAAR in reading, math, and science by at least 10% from the 22-23 school year.</p> <p>By June 2025, BBE will increase students' composite score to advanced high on TELPAS by at least 10% .</p> <p>Staff Responsible for Monitoring: Administration, Leadership Team, Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Oct	Dec	Feb	June
				





Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers will implement student ownership of learning practices in ELAR, Math, Science, and Social Studies on a daily basis. (Learning Intentions, Success Criteria, Rubrics, Checklists, Self-Assessment Tools)</p> <p>Strategy's Expected Result/Impact: Strategy's Expected Result/Impact: STAAR, CLI, TELPAS, Attendance, MAP assessments, District Learning Assessments, Interim Assessments,</p> <p>Indicators of Success: STAAR, CLI, TELPAS, Attendance, MAP assessments, District Learning Assessments, Interim Assessments</p> <p>Formative Indicators of Success:</p> <ul style="list-style-type: none"> * By January of 2025 the percentage of students showing growth in literacy and math on MAP assessments will increase by .75 year's growth from BOY to MOY. * By January of 2025 the percentage of students on or above level on BAS will increase by 10% from BOY to MOY * By February of 2025 the percentage of pre-kindergarten students showing growth in literacy and math on CIRCLE will increase by 10% from BOY to MOY. <p>Summative Indicators of Success:</p> <p>By June 2025, BBE will increase student performance on MAP assessments in reading and math by at least 1.5 years growth from the BOY to EOY assessment.</p> <p>By June 2025, BBE will increase student performance on STAAR in reading, math, and science by at least 10% from the 22-23 school year.</p> <p>By June 2025, BBE will increase students' composite score to advanced high on TELPAS by at least 10% .</p> <p>Staff Responsible for Monitoring: Administration, Leadership Team, Teachers</p> <p>Title I: 2.4</p> <ul style="list-style-type: none"> - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 6 Details	Reviews			
<p>Strategy 6: 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>Strategy's Expected Result/Impact: Strategy's Expected Result/Impact: GT and Enrichment Plans GT Night GT Projects</p> <p>Indicators of Success: Formative: * By October 2024, 100% of GT teachers will have received professional learning on developing individualized GT Learning Plans. * By December 2024, 100% of identified GT students will have an academic and effective co-constructed SMART goal in their GT Learning Plan. * By February 2025, 100% of the GT teachers will have identified and began implementing 5 or more individualized instructional interventions using the Gifted Learning Plan Programming Services/Instructional Intervention Rubric.</p> <p>Summative: *By May of 2025, GT students will have maintained or increase performance by 10% mastery on STAAR in Reading, Math, and Science across all grade levels.</p> <p>Staff Responsible for Monitoring: Administration, Leadership Team, Teachers</p> <p>Title I: 2.4 - 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, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 2</p> <p>Funding Sources: GT Resources and Instructional Materials - 199 General Fund SCE - \$704</p>	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 7 Details	Reviews			
<p>Strategy 7: Tutorials and extended learning days 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>Strategy's Expected Result/Impact: Strategy's Expected Result/Impact: STAAR, CLI, TELPAS, Attendance, MAP assessments, District Learning Assessments, Interim Assessments,</p> <p>Indicators of Success: STAAR, CLI, TELPAS, Attendance, MAP assessments, District Learning Assessments, Interim Assessments</p> <p>Formative Indicators of Success:</p> <ul style="list-style-type: none"> * By January of 2025 the percentage of students showing growth in literacy and math on MAP assessments will increase by .75 year's growth from BOY to MOY. * By January of 2025 the percentage of students on or above level on BAS will increase by 10% from BOY to MOY * By February of 2025 the percentage of pre-kindergarten students showing growth in literacy and math on CIRCLE will increase by 10% from BOY to MOY. <p>Summative Indicators of Success:</p> <p>By June 2025, BBE will increase student performance on MAP assessments in reading and math by at least 1.5 years growth from the BOY to EOY assessment.</p> <p>By June 2025, BBE will increase student performance on STAAR in reading, math, and science by at least 10% from the 22-23 school year.</p> <p>By June 2025, BBE will increase students' composite score to advanced high on TELPAS by at least 10% .</p> <p>Staff Responsible for Monitoring: Administration, Leadership Team, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 8 Details	Reviews			
<p>Strategy 8: All classroom experiences for students, especially emergent bilingual students, will include digital components of listening, speaking, reading, and writing on a daily basis via the blended learning management system.</p> <p>Strategy's Expected Result/Impact: Strategy's Expected Result/Impact: STAAR, CLI, TELPAS, Attendance, MAP assessments, District Learning Assessments, Interim Assessments,</p> <p>Indicators of Success: STAAR, CLI, TELPAS, Attendance, MAP assessments, District Learning Assessments, Interim Assessments</p> <p>Formative Indicators of Success:</p> <ul style="list-style-type: none"> * By January of 2025 the percentage of students showing growth in literacy and math on MAP assessments will increase by .75 year's growth from BOY to MOY. * By January of 2025 the percentage of students on or above level on BAS will increase by 10% from BOY to MOY * By February of 2025 the percentage of pre-kindergarten students showing growth in literacy and math on CIRCLE will increase by 10% from BOY to MOY. <p>Summative Indicators of Success:</p> <p>By June 2025, BBE will increase student performance on MAP assessments in reading and math by at least 1.5 years growth from the BOY to EOY assessment.</p> <p>By June 2025, BBE will increase student performance on STAAR in reading, math, and science by at least 10% from the 22-23 school year.</p> <p>By June 2025, BBE will increase students' composite score to advanced high on TELPAS by at least 10% .</p> <p>Staff Responsible for Monitoring: Administration, Leadership Team, Teachers</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 9 Details		Reviews			
<p>Strategy 9: Teachers will implement daily phonics instruction for at least 15 - 25 minutes per day using the district's curriculum resources to increase literacy rates by at least 1.5 year's growth on MAP and 10% STAAR by the EOY.</p> <p>Strategy's Expected Result/Impact: Strategy's Expected Result/Impact: STAAR, CLI, TELPAS, Attendance, MAP assessments, District Learning Assessments, Interim Assessments,</p> <p>Indicators of Success: STAAR, CLI, TELPAS, Attendance, MAP assessments, District Learning Assessments, Interim Assessments</p> <p>Formative Indicators of Success:</p> <ul style="list-style-type: none"> * By January of 2025 the percentage of students showing growth in literacy and math on MAP assessments will increase by .75 year's growth from BOY to MOY. * By January of 2025 the percentage of students on or above level on BAS will increase by 10% from BOY to MOY * By February of 2025 the percentage of pre-kindergarten students showing growth in literacy and math on CIRCLE will increase by 10% from BOY to MOY. <p>Summative Indicators of Success:</p> <p>By June 2025, BBE will increase student performance on MAP assessments in reading and math by at least 1.5 years growth from the BOY to EOY assessment.</p> <p>By June 2025, BBE will increase student performance on STAAR in reading, math, and science by at least 10% from the 22-23 school year.</p> <p>By June 2025, BBE will increase students' composite score to advanced high on TELPAS by at least 10% .</p> <p>Staff Responsible for Monitoring: Admin, Teachers, Paras, Specialists</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1, 2</p>		Formative			Summative
		Oct	Dec	Feb	June
					

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Literacy rates have decreased in PreK, and math rates have decreased in kindergarten from 86% o 85%. Root Cause: Many of our students are enrolling as limited English proficiency students, and teachers are not equipped with adequate training, strategies or resources to better support LEP students in a variety of learning settings.</p> <p>Problem Statement 2: Students showed regression in achieving masters, which has been consistent from 2021 to 2024. Campus overall student achievement data on STAAR decreased from 88% to 86% from the 22/23 school year to the 23/24 school year. Root Cause: Teachers do not consistently implement differentiation and small group instruction to meet the needs of sub-population of students. Teachers are not adequately trained nor equipped to implement project-based learning and enrichment to challenge students at deeper levels.</p>

School Processes & Programs

Problem Statement 2: All GT students are not engaged in enrichment assignments in the curriculum as often as they should. **Root Cause:** Teachers do not consistently plan and execute enrichment activities in the curriculum that will challenge the GT students.

Goal 2: FBISD will provide a positive culture and climate that provides a safe and supportive environment for learning and working.

Performance Objective 1: By May 2025, Brazos Bend Elementary will improve culture and climate from 90 to 95% through student ownership of behavior practices, multicultural activities, PBIS, and student and staff incentives as evidenced through the indicators of success.

Indicators of Success: Discipline Data, Culture/Climate Surveys (Parents, Students, Staff), PBIS Data

Formative:

By December 2024, BBE will decrease student discipline incidents by 10% from the previous school year.

By January 2025, BBE will increase the number of students knowing the school rules from 44.4% to at least 80%.

By January 2025, BBE will increase the number of students who receive incentives from 66.6% to at least 80%.

By January 2025, BBE will decrease bullying from 14 incidents to less than 7 incidents.




Summative:




By May 2025, BBE will increase positive responses regarding bullying by at least 15% on the culture/climate survey.

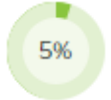


By May 2025, BBE will increase the BOQ score from 77% to at least 87%.







By May 2025, BBE will increase the schoolwide self assessment survey score from 91 to 95%.




By May of 2025, BBE will decrease bullying from 14 to less than 5 incidents.





Strategy 1 Details	Reviews			
<p>Strategy 1: All staff will implement the PBIS framework including schoolwide expectations to improve the culture and climate for all students and staff on a daily basis.</p> <p>Strategy's Expected Result/Impact: Formative: By December 2024, BBE will decrease student discipline incidents by 10% from the previous school year. By January 2025, BBE will increase the number of students knowing the school rules from 44.4% to at least 80%. By January 2025, BBE will increase the number of students who receive incentives from 66.6% to at least 80%. By January 2025, BBE will decrease bullying from 14 incidents to less than 7 incidents.</p> <p>Summative: By May 2025, BBE will increase positive responses regarding bullying by at least 15% on the culture/climate survey. By May 2025, BBE will increase the BOQ score from 77% to at least 87%. By May 2025, BBE will increase the shoolwide self assessment survey score from 91 to 95%. By May of 2025, BBE will decrease bullying from 14 to less than 5 incidents. By May 2025, BBE will increase positive responses regarding bullying by at least 10% on the culture/climate survey.</p> <p>Staff Responsible for Monitoring: Admin, Counselor, Instructional coaches, Interventionists, Teachers, Paraprofessionals</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 1, 2, 3, 4, 5</p> <p>Funding Sources: Incentives, PD, resources for Positive Behavior Supports - 199 General Fund - \$9,215</p>	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: All staff will implement respect agreements at the beginning of the school year for all stakeholders to improve the culture and climate for staff and students. Agreements will be revisited on a monthly basis to determine the need for revisions and/or additional actions to implement.</p> <p>Strategy's Expected Result/Impact: Formative:</p> <p>By December 2024, BBE will decrease student discipline incidents by 10% from the previous school year.</p> <p>By January 2025, BBE will increase the number of students knowing the school rules from 44.4% to at least 80%.</p> <p>By January 2025, BBE will increase the number of students who receive incentives from 66.6% to at least 80%.</p> <p>By January 2025, BBE will decrease bullying from 14 incidents to less than 7 incidents.</p> <p>Summative:</p> <p>By May 2025, BBE will increase positive responses regarding bullying by at least 15% on the culture/climate survey.</p> <p>By May 2025, BBE will increase the BOQ score from 77% to at least 87%.</p> <p>By May 2025, BBE will increase the shoolwide self assessment survey score from 91 to 95%.</p> <p>By May of 2025, BBE will decrease bullying from 14 to less than 5 incidents.</p> <p>By May 2025, BBE will increase positive responses regarding bullying by at least 10% on the culture/climate survey.</p> <p>Staff Responsible for Monitoring: Admin, Counselor, Instructional coaches, Interventionists, Teachers, Paraprofessionals</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2, 4</p>	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: All staff and students will participate in behavioral and academic goal setting every 9 week period to decrease negative behaviors and increase student achievement on MAP and STAAR by at least 1.5 year's growth before June of 2025.</p> <p>Strategy's Expected Result/Impact: Strategy's Expected Result/Impact: STAAR, CLI, TELPAS, Attendance, MAP assessments, District Learning Assessments, Interim Assessments,</p> <p>Indicators of Success: STAAR, CLI, TELPAS, Attendance, MAP assessments, District Learning Assessments, Interim Assessments</p> <p>Formative Indicators of Success:</p> <ul style="list-style-type: none"> * By January of 2025 the percentage of students showing growth in literacy and math on MAP assessments will increase by .75 year's growth from BOY to MOY. * By January of 2025 the percentage of students on or above level on BAS will increase by 10% from BOY to MOY * By February of 2025 the percentage of pre-kindergarten students showing growth in literacy and math on CIRCLE will increase by 10% from BOY to MOY. <p>Summative Indicators of Success:</p> <p>By June 2025, BBE will increase student performance on MAP assessments in reading and math by at least 1.5 years growth from the BOY to EOY assessment.</p> <p>By June 2025, BBE will increase student performance on STAAR in reading, math, and science by at least 10% from the 22-23 school year.</p> <p>By June 2025, BBE will increase students' composite score to advanced high on TELPAS by at least 10% .</p> <p>Staff Responsible for Monitoring: Admin, Counselor, Instructional coaches, Interventionists, Teachers, Paraprofessionals</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2, 4</p>	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 4 Details		Reviews			
Strategy 4: Administrators and the PBIS/Attendance committees will provide monthly incentives for all students and staff to promote an increase in attendance by 3% for the 2024-2025 school year. Strategy's Expected Result/Impact: Formative: By January 2025, BBE will increase attendance by 1.5% from 23/24 to MOY 2025. Summative: By May 2025, BBE will increase attendance by 3% from 23/24 to 24/25. Staff Responsible for Monitoring: Admin, Counselor, Instructional coaches, Interventionists, Teachers, Paraprofessionals Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - Perceptions 2		Formative			Summative
		Oct	Dec	Feb	June
					
Strategy 5 Details		Reviews			
Strategy 5: All staff and students will participate in weekly circles and have opportunities to access counseling supports throughout the school year to address the SEL needs. Strategy's Expected Result/Impact: By May 2025, BBE will increase the overall school quality rating by at least 5% Staff Responsible for Monitoring: Admin, Counselor, Instructional coaches, Interventionists, Teachers, Paraprofessionals TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 2, 4 Funding Sources: Guidance Counseling Evaluation - 199 General Fund - \$2,250		Formative			Summative
		Oct	Dec	Feb	June
					

Strategy 6 Details	Reviews			
Strategy 6: Administrators will calendar out and follow through with personnel incentives including achievement acknowledgements, input and feedback sessions, praise, and positive reinforcements. Strategy's Expected Result/Impact: Formative: By January of 2025, morale perceptions will increase from 72% to 80%. Summative: By May of 2025, morale perceptions will increase from 72% to at least 90%. Staff Responsible for Monitoring: Administrators and ILT Members ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 2	Formative			Summative
	Oct	Dec	Feb	June
				

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Brazos Bend's student attendance rate is slightly above the district's goal of 95.30% at 95.51% Root Cause: We are missing additional opportunities on the attendance committee to increase student attendance and provide wrap around support services for families needing help regarding attendance.
School Processes & Programs
Problem Statement 1: All students do not have access to clubs and after-school activities. Root Cause: Staff members do not want to provide the additional time to stay after hours to meet requirements for clubs consistently.
Perceptions
Problem Statement 1: Community service had the lowest rating at 88%. Root Cause: There were not many community service opportunities besides the kindness clubs and NEHS student activities, and the campus did not widely promote community service opportunities for students, staff, nor parents.
Problem Statement 2: Morale is perceived to be low at 72% of staff agreeing or strongly agreeing that morale is high, while promoting a positive culture and the climate is high at 94%. Root Cause: All staff members are not collectively and systematically invested in the mission, vision, and value statement due to a lack of specified opportunities to celebrate and promote all staff in engaging activities beyond the required work assignments. Additionally, staff members do not like meetings after school, which is sometimes required to work on campus initiatives.
Problem Statement 3: There are not enough athletic programs and clubs on the campus to meet the needs of all students. Root Cause: There are not enough staff members with an interest in staying after hours to sponsor athletic clubs, and the lack of funding and incentives contributes to their lack of interest.
Problem Statement 4: Responsiveness to bullying is at 88%, which is considered low compared to how bullying is not tolerated and addressed at the school at 94% agreeing or strongly agreeing. Root Cause: There is not a systematic way to report, track, and follow through with bullying on the campus. Complaints are reported in a variety of modalities and processed by administration as they arrive.

Perceptions

Problem Statement 5: The awareness of safety and security procedures at BBE decreased by 6% from the Spring of 2023 to the Spring of 2024. **Root Cause:** Administrators did not consistently involve all staff in safety protocol practices throughout the school year for 23/24 as there was a lack of administrative support due to an employee being out for more than 1/2 the school year. Teachers were not involved in the process and decision making for implementing safety protocol practices.

Goal 3: FBISD will recruit, develop, and retain high quality teachers and staff.

Performance Objective 1: By June of 2025, Brazos Bend Elementary will improve the retention rate of high-quality teachers and staff through mentorship, professional development, and PLC support to positively impact the culture and climate as evidenced through the indicator of success.

Indicators of Success: Walkthrough Data, Staff Surveys, Culture/Climate Year at a Glance Calendar, PLC minutes, Staff Feedback Agendas and Minutes

Indicators of Success: Staff and Parent Culture/Climate Surveys

Formative:

By, January of 2025, the positive culture and climate rating will increase from 93.84% to 95%.



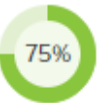
By January of 2025, the campus morale rating will increase from 72.30 to at least 85%.




Summative:




By June 2025, the EOY staff retention rate will increase from 96 to 98% .








By June 2025, the positive culture and climate rating will increase from 93.84 % to a least 98%.

By June 2025, the campus morale rating will increase from 72.30% to at least 90%.

Strategy 1 Details	Reviews			
Strategy 1: Administration will implement a mentor program for year 1 teachers and include any experienced teachers needing additional support. Strategy's Expected Result/Impact: Strategy's Expected Result/Impact: Formative: By, January of 2025, the positive culture and climate rating will increase from 93.84% to 95%. By January of 2025, the campus morale rating will increase from 72.30 to at least 85%. Summative: By June 2025, the EOY staff retention rate will increase from 96 to 98% . By June 2025, the positive culture and climate rating will increase from 93.84 % to a least 98%. By June 2025, the campus morale rating will increase from 72.30% to at least 90%. Staff Responsible for Monitoring: Admin, ILT, Team Leaders, TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 2 - Perceptions 2	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will participate in productive PLC systems and structures, such as using collaborative planning, unit planning, concept mapping, self and collective reflections, the EAA protocol, the micro-teaching tool, and the co-creation of summative and formative assessments in efforts to improve teacher clarity and student achievement.</p> <p>Strategy's Expected Result/Impact: Strategy's Expected Result/Impact: Culture/Climate</p> <p>Formative: By, January of 2025, the positive culture and climate rating will increase from 93.84% to 95%. By January of 2025, the campus morale rating will increase from 72.30 to at least 85%.</p> <p>Summative: By June 2025, the EOY staff retention rate will increase from 96 to 98% . By June 2025, the positive culture and climate rating will increase from 93.84 % to a least 98%. By June 2025, the campus morale rating will increase from 72.30% to at least 90%.</p> <p>Academic: Formative Indicators of Success: * By January of 2025 the percentage of students showing growth in literacy and math on MAP assessments will increase by 1.5 years growth from BOY to MOY. * By January of 2025 the percentage of students on or above level on BAS will increase by 5% from BOY to MOY * By February of 2025 the percentage of pre-kindergarten students showing growth in literacy and math on CIRCLE will increase by 5% from BOY to MOY.</p> <p>Summative Indicators of Success: By June 2025, BBE will increase student performance on MAP assessments in reading and math by at least 1.5 years growth from the BOY to EOY assessment. By June 2025, BBE will increase student performance on STAAR in reading, math, and science by at least 10% from the 22-23 school year. By June 2025, BBE will increase students' composite score to advanced high on TELPAS by at least 10% .</p> <p>Staff Responsible for Monitoring: Admin, ILT, Team Leaders, Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 1, 2 - Perceptions 2</p> <p>Funding Sources: School Leadership Instructional and PD Resources - 199 General Fund - \$9,500</p>	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: All staff will participate in data- driven campus based professional development on a quarterly basis to develop their skill sets in efforts to positively impact student achievement.</p> <p>Strategy's Expected Result/Impact: Strategy's Expected Result/Impact:</p> <p>Culture/Climate Formative: By, January of 2025, the positive culture and climate rating will increase from 93.84% to 95%. By January of 2025, the campus morale rating will increase from 72.30 to at least 85%. Summative: By June 2025, the EOY staff retention rate will increase from 96 to 98% . By June 2025, the positive culture and climate rating will increase from 93.84 % to a least 98%. By June 2025, the campus morale rating will increase from 72.30% to at least 90%.</p> <p>Academic: Formative Indicators of Success: * By January of 2025 the percentage of students showing growth in literacy and math on MAP assessments will increase by .75 year's growth from BOY to MOY. * By January of 2025 the percentage of students on or above level on BAS will increase by 5% from BOY to MOY * By February of 2025 the percentage of pre-kindergarten students showing growth in literacy and math on CIRCLE will increase by 5% from BOY to MOY.</p> <p>Summative Indicators of Success: By June 2025, BBE will increase student performance on MAP assessments in reading and math by at least 1.5 year's growth from the BOY to EOY assessment. By June 2025, BBE will increase student performance on STAAR in reading, math, and science by at least 10% from the 22-23 school year. By June 2025, BBE will increase students' composite score to advanced high on TELPAS by at least 10% .</p> <p>Staff Responsible for Monitoring: Admin, ILT, Team Leaders, Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 2</p>	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will participate in 3 - 4 coaching and feedback cycles with administration and the instructional leadership team during the school year in efforts to improve instructional practices and to close academic achievement gaps.</p> <p>Strategy's Expected Result/Impact: Strategy's Expected Result/Impact:</p> <p>Culture/Climate Formative: By, January of 2025, the positive culture and climate rating will increase from 93.84% to 95%. By January of 2025, the campus morale rating will increase from 72.30 to at least 85%.</p> <p>Summative: By June 2025, the EOY staff retention rate will increase from 96 to 98% . By June 2025, the positive culture and climate rating will increase from 93.84 % to a least 98%. By June 2025, the campus morale rating will increase from 72.30% to at least 90%.</p> <p>Academic: Formative Indicators of Success: * By January of 2025 the percentage of students showing growth in literacy and math on MAP assessments will increase by .75 year's growth from BOY to MOY. * By January of 2025 the percentage of students on or above level on BAS will increase by 5% from BOY to MOY * By February of 2025 the percentage of pre-kindergarten students showing growth in literacy and math on CIRCLE will increase by 5% from BOY to MOY.</p> <p>Summative Indicators of Success: By June 2025, BBE will increase student performance on MAP assessments in reading and math by at least 1.5 year's growth from the BOY to EOY assessment. By June 2025, BBE will increase student performance on STAAR in reading, math, and science by at least 10% from the 22-23 school year. By June 2025, BBE will increase students' composite score to advanced high on TELPAS by at least 10% .</p> <p>Staff Responsible for Monitoring: Admin, ILT, Team Leaders, Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 2 - Perceptions 2</p>	Formative			Summative
	Oct	Dec	Feb	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

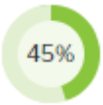

Performance Objective 1 Problem Statements:



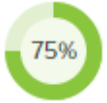



Demographics
<p>Problem Statement 2: Campus staff new to the district, increased from 2023 to 2024 by 11.11% Root Cause: Staff leave the campus because of retirements and promotions. Teachers are recruited from surrounding districts as there are limited grow your own programs and current employees interested in the teaching and leadership pathways.</p>
Student Learning
<p>Problem Statement 1: Literacy rates have decreased in PreK, and math rates have decreased in kindergarten from 86% o 85%. Root Cause: Many of our students are enrolling as limited English proficiency students, and teachers are not equipped with adequate training, strategies or resources to better support LEP students in a variety of learning settings.</p> <p>Problem Statement 2: Students showed regression in achieving masters, which has been consistent from 2021 to 2024. Campus overall student achievement data on STAAR decreased from 88% to 86% from the 22/23 school year to the 23/24 school year. Root Cause: Teachers do not consistently implement differentiation and small group instruction to meet the needs of sub-population of students. Teachers are not adequately trained nor equipped to implement project-based learning and enrichment to challenge students at deeper levels.</p>
School Processes & Programs
<p>Problem Statement 1: All students do not have access to clubs and after-school activities. Root Cause: Staff members do not want to provide the additional time to stay after hours to meet requirements for clubs consistently.</p> <p>Problem Statement 2: All GT students are not engaged in enrichment assignments in the curriculum as often as they should. Root Cause: Teachers do not consistently plan and execute enrichment activities in the curriculum that will challenge the GT students.</p>
Perceptions
<p>Problem Statement 2: Morale is perceived to be low at 72% of staff agreeing or strongly agreeing that morale is high, while promoting a positive culture and the climate is high at 94%. Root Cause: All staff members are not collectively and systematically invested in the mission, vision, and value statement due to a lack of specified opportunities to celebrate and promote all staff in engaging activities beyond the required work assignments. Additionally, staff members do not like meetings after school, which is sometimes required to work on campus initiatives.</p>



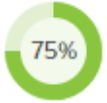




Goal 4: FBISD will engage students, parents, staff, and community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community.

Performance Objective 1: By June 2025, Brazos Bend elementary will improve community engagement through the implementation of family content events, partnerships with businesses and organizations, and collaboration with the community as evidenced through the indicators of success.

- Indicators of Success:** Indicators of Success: Calendar of Community Events, Agendas, Family engagement counts
- Formative:
By January 2025, BBE will have increased parent engagement by 1000 contacts
- Summative:
By June 2025, BBE will increase parent engagement by 2000 contacts. (6,404 to over 8,400)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 1: Staff will host content nights in the fall and spring to increase community engagement and to positively impact student achievement. Strategy's Expected Result/Impact: Strategy's Expected Result/Impact: Formative: By January 2025, BBE will have increased parent engagement by 1000 contacts. Summative: By June 2025, BBE will increase parent engagement by 2000 contacts. (6,404 to over 8,400) Staff Responsible for Monitoring: Admin, ILT, Team Leaders, Teachers, PTO TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture Funding Sources: Security and Monitoring - 199 General Fund - \$1,125	N/A			

Strategy 2 Details		Reviews			
Strategy 2: Staff and PTO will host wellness activities in the fall and spring to increase awareness of health and well-being and it impacts student achievement. Strategy's Expected Result/Impact: Strategy's Expected Result/Impact: Formative: By January 2025, BBE will have increased parent engagement by 1000 contacts. Summative: By June 2025, BBE will increase parent engagement by 2000 contacts. (6,404 to over 8,400) Staff Responsible for Monitoring: Admin, Counselor, Interventionists, Teachers TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Funding Sources: Health Services - 199 General Fund - \$1,900		Formative			Summative
		Oct	Dec	Feb	June
					
Strategy 3 Details		Reviews			
Strategy 3: Teachers will host parent conferences in the fall and spring of 24/25. Strategy's Expected Result/Impact: Strategy's Expected Result/Impact: Formative: By January 2025, BBE will have increased parent engagement by 1000 contacts. Summative: By June 2025, BBE will increase parent engagement by 2000 contacts. (6,404 to over 8,400) Staff Responsible for Monitoring: Admin, Counselor, Interventionists, Teachers TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Oct	Dec	Feb	June
					

Strategy 4 Details	Reviews			
Strategy 4: Administration will host 2 CPAC meetings in the fall and 2 in meetings in the spring with a focus on continuous improvement by obtaining feedback from all stakeholders. Strategy's Expected Result/Impact: Strategy's Expected Result/Impact: Formative: By January 2025, BBE will have increased parent engagement by 1000 contacts. Summative: By June 2025, BBE will increase parent engagement by 2000 contacts. (6,404 to over 8,400) Staff Responsible for Monitoring: Admin, Counselor, Interventionists, Teachers Title I: 4.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: FBISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement.

State Compensatory

Budget for Brazos Bend Elementary

Total SCE Funds: \$7,099.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Compensatory Education Allotment funds are used for tutorials, transportation, accelerated instruction, and supplemental resources. \$704 are allocated for GT students' supplies, materials, and showcases.

Campus Funding Summary

199 General Fund					
Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instruction		\$50,377.00
1	1	2	Curriculum Development		\$2,500.00
2	1	1	Incentives, PD, resources for Positive Behavior Supports		\$9,215.00
2	1	5	Guidance Counseling Evaluation		\$2,250.00
3	1	2	School Leadership Instructional and PD Resources		\$9,500.00
4	1	1	Security and Monitoring		\$1,125.00
4	1	2	Health Services		\$1,900.00
Sub-Total					\$76,867.00
199 General Fund SCE					
Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	GT Resources and Instructional Materials		\$704.00
Sub-Total					\$704.00