

BROOKS COUNTY ISD

District Improvement Plan

2025/2026



Scott Rogers, Superintendent

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Date Approved: 08/20/2025

BROOKS COUNTY ISD

Mission

Our Fundamental purpose is to successfully prepare every student for post-graduation success in all avenues of life by creating a college and career ready learning community.

Vision

Brooks County ISD produces graduates who are globally competitive learners that lead to facilitates the establishment of a premier nationally recognized rural district.

Nondiscrimination Notice

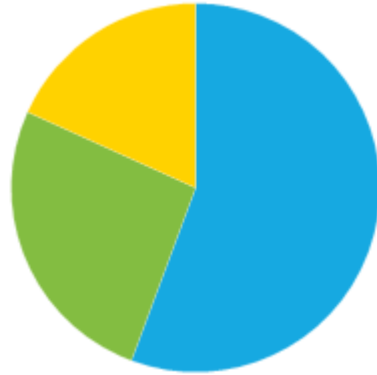
BROOKS COUNTY ISD does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

BROOKS COUNTY ISD Site Base

Name	Position
Garcia, Ricardo	Special Programs Director
Cortez, Louella	Principal
Guerra, Arnulfo	Vice Principal
Trevino, Francisco	Principal
Longoria, Mercedes	H.S. Counselor Non-Teaching Professional
Mann, Kayla	Early Childhood Kinder Teacher
Lopez, Nora	Jr. High Counselor Non-Teaching Professional
Garza, Julie	Special Education Teacher
Rogers, Scott	Superintendent of Schools
Vasquez, Roxane	Federal Programs Coordinator
Pierre, Emanuel L.	Community Business Owner
Olivarez, Terry	Parent
Alegria, Bianca	Parent
De Leon, Felix	Teacher Secondary
Guzman, Eulaido	Teacher Secondary
Trevino, Dominika	Elementary Teacher
Landrum, Liza	Early Childhood Teacher SPED
Charping, Micah	High School Principal
Arevalo, Melinda	LSP Counselor
Guerra, Jennifer	Paraprofessional

Resources

Currency



Total	\$1,200,978
Federal	\$668,649
State	\$313,107
Local	\$219,222
Other	\$0

Resource	Source	Budget Code	Amount
ESSA Title I, A Improving Basic Programs	Federal	211-00-0000-00-800-0-00-0-00	\$220,660
IDEA-B Formula	Federal	224-00-0000-00-000-0-00-0-00	\$315,694
LASO Blended Learning	Federal	429-11-6399-00-000-0-00-0-00	\$43,960
Title I, Part A Parental Engagement	Federal	211-00-0000-00-800-6-24-0-00	\$1,152
Title IIA Principal and Teacher Improvement	Federal	255-00-0000-00-800-0-62-4-00	\$37,877
Title III, SSA (ESC)	Federal		\$746
Title IV, Part A	Federal	289-00-0000-00-800-0-00-0-00	\$4,832
Title V, B, SP2,Rural & Low Income	Federal	270-00-0000-00-800-0-00-0-00	\$43,728
Local Funds199-13-6xxx-00-910-51100H	Local	199-00-0000-00-800-5-99-0-00	\$65,573
Special Ed Local	Local		\$128,010
Teacher Incentive Allotment	Local		\$18,146
Teaching & Learning Curriculum	Local	199-13-0000-00-000-0-00-0-00	\$7,493
Bilingual Ed Block Grant	State	199-00-0000-00-800-6-25-0-00	\$1,400
Compensatory Ed. /DAEP	State	199-00-0000-00-800-6-28-0-00	\$1,000
Compensatory ED. Accelerated Inst/ Learning Center	State	199-00-0000-70-800-6-24-0-00	\$2,300

Resources

Resource	Source	Budget Code	Amount
Compensatory Education	State	199-00-0000-00-800-6-30-0-00	\$11,995
Dyslexia	State		\$9,742
G/T Ed Block Grant	State	199-00-0000-00-800-6-21-0-00	\$2,900
IDEA-B Preschool	State	225-00-0000-00-000-0-00-0-00	\$8,400
Instructional Materials Allotment	State	410-00-0000-00-000-0-00-0-00	\$94,560
School Safety & Security Grant-430	State	430-00-0000-00-000-0-00-0-00	\$180,810

Comprehensive Needs Assessment

Student Achievement

Student Achievement Data Sources

Attendance Reports
Benchmark Data
Classroom Walkthroughs
Differentiated Strategies
State Assessment Data
Texas Academic Performance Report

Student Achievement Strengths

Early College Readiness: Our district has made a strategic shift in its approach to education, with a strong focus on preparing students for college right from the early grade levels. By instilling a college-ready mindset from the beginning of their academic journey, we aim to provide students with the skills, knowledge, and motivation needed to excel in higher education and beyond.

Transformation of Assistant Principals: Recognizing the pivotal role that school leadership plays in student success, our district has evolved the role of assistant principals into that of Instructional Officers. This transformation underscores their vital responsibility in shaping and enhancing the quality of instruction within our schools. As Instructional Officers, they work closely with teachers to implement effective teaching strategies, curriculum enhancements, and data-driven decision-making to drive academic excellence.

Exceptional Reporting Period Passing Rates: We are proud to announce that our district has achieved consistently high reporting period passing rates across all campuses. This achievement is particularly noteworthy as it extends to special population student groups, demonstrating our commitment to equitable education. It reflects the dedication and hard work of our educators, students, and the entire school community in fostering an environment where every student can thrive academically. These passing rates validate our district's commitment to providing a quality education for all.

Student Achievement Weaknesses

Our district recognizes the imperative need to address the current state of STAAR performance, particularly in the "meet" and "masters" categories, where we have observed an average of below 30% student attainment. To confront this challenge effectively, we are channeling our efforts into two critical areas: instruction and resource allocation.

Keen Instructional Focus: We are placing a keen and unwavering focus on enhancing instructional practices across the district. Specifically, we are targeting the domains of Reading and Language Arts (RLA), Mathematics, and Science in both elementary and junior high levels. Our educators are receiving specialized training to employ research-based strategies that align with the rigor of the STAAR assessments. This targeted instruction is designed to equip teachers with the skills and methodologies necessary to effectively prepare students for success on these assessments.

Rigorous Resource Allocation: In addition to refining instructional strategies, we are allocating resources that match the elevated rigor of the STAAR exams. This includes investing in updated curriculum materials, educational technology, and supplementary resources that align with the content and expectations of the assessments. By providing educators with the tools they need to deliver high-quality instruction, we aim to bridge the achievement gap and enable students to excel in the meet and masters categories.

Comprehensive Needs Assessment

Student Achievement Weaknesses (Continued)

In conclusion, our district is committed to addressing the challenge of below-average STAAR performance by placing a focused emphasis on instruction and resource allocation. We firmly believe that with the right strategies, resources, and dedicated educators, we can empower our students to achieve greater success in the "meet" and "masters" levels of the STAAR assessments, setting them on a path toward academic excellence.

Student Achievement Needs

Our district is dedicated to ensuring academic excellence and the continuous improvement of our educational system. To achieve this, we have identified several key initiatives that encompass teacher training, curriculum enhancements, and data-driven decision-making.

Teacher Training for Assessment Rigor: We recognize that teachers play a pivotal role in guiding students to meet and master assessment levels. To support this goal, we are committed to providing rigorous training for our educators. This training is designed to deepen their understanding of the rigor necessary for students to excel at the "meet" and "masters" levels of assessments. It equips them with the knowledge and tools to set higher academic expectations and effectively prepare students for these challenges.

Professional Development in Instructional Strategies: Our commitment to teacher development extends to providing staff with ongoing professional development opportunities. Specifically, we focus on enhancing their instructional strategies and expertise in differentiated instruction. These sessions empower our educators to tailor their teaching methods to cater to the diverse learning needs of our students, ensuring that no one is left behind.

Enhanced Grading Policy: We understand the critical role that grading policies play in shaping student performance and accountability. To this end, we are implementing changes to our district's grading policy. This includes the incorporation of specific writing requirements across all grade levels and content areas. These changes promote essential writing skills development, which is crucial for academic and professional success.

Writing Curriculum and Software: In support of our students' writing proficiency, we are actively implementing a comprehensive writing curriculum and exploring the integration of writing software. These resources provide structured guidance and technological support, enabling our students to excel in written communication across various subjects.

Clear Guidelines for Assessments and Benchmarks: It is imperative for our district to establish transparent guidelines for Unit Assessments, Curriculum-Based Assessments, and benchmarks. These guidelines, with special attention to rigor, ensure that assessments are both meaningful and aligned with our educational goals. They serve as a roadmap for our educators in creating assessments that accurately measure student progress.

Data-Driven Decision-Making: To continuously improve our educational practices, we prioritize data analysis. Our district relies on the Data Management and Analysis for Curriculum (DMAC) platform to assess student performance comprehensively. This includes not only benchmark assessments, such as the STAAR release tests but also Unit Examinations. By harnessing this data, we gain insights into student progress, enabling us to make informed instructional decisions and tailor our support to meet individual needs.

In conclusion, our district's commitment to educational excellence is underpinned by these comprehensive strategies. Through teacher training, curriculum enhancements, clear assessment guidelines, and data-driven decision-making, we are laying the foundation for academic success and empowering our students to excel in their educational journeys.

Student Achievement Summary

In the pursuit of academic excellence, it is imperative that educators are equipped with the knowledge and skills required to comprehend the level of rigor necessary for students to attain proficiency at the "meets" and "masters" levels of assessments. This pivotal understanding forms the bedrock of a robust educational framework that empowers

Comprehensive Needs Assessment

Student Achievement Summary (Continued)

students to achieve their full potential.

To achieve this objective, our district is committed to providing comprehensive staff development opportunities to teachers, focusing on the refinement of instructional strategies and the implementation of differentiated instruction techniques. By investing in our educators' professional growth, we ensure that they can adapt their teaching methods to accommodate diverse learning styles and aptitudes, thus creating an inclusive and effective learning environment.

Moreover, a vital aspect of enhancing our students' academic prowess lies in the revamp of our district's grading policy. We propose the inclusion of specific writing requirements across all grade levels and content areas. This initiative is designed to cultivate essential communication skills in our students and encourage the development of their writing abilities. By instilling these requirements, we prepare students for success not only in standardized tests but also in the broader spectrum of academic and professional endeavors.

In addition to the grading policy adjustments, our district is committed to implementing a comprehensive writing curriculum and/or utilizing specialized writing software. These resources will serve as valuable tools to support our students' writing proficiency development. By providing structured guidance and technological assistance, we ensure that every student has access to the resources necessary for their academic growth.

Furthermore, to maintain a consistent standard of excellence, it is crucial for our district to establish clear guidelines for the selection and use of Unit Assessments and Curriculum-Based Assessments. These guidelines must prioritize the integration of rigor, aligning assessments with our academic goals and standards. By doing so, we ensure that our assessments are not merely a measurement tool but a catalyst for student advancement.

Lastly, in our commitment to data-driven decision-making, we recognize the importance of utilizing the District Measures and Academic Curriculum (DMAC) platform for comprehensive data analysis. This platform enables us to assess students' performance not only on benchmarks, such as STAAR release tests, but also on Unit Examinations. By harnessing this data, we gain valuable insights into student progress, enabling us to tailor instruction and support to their specific needs effectively.

In conclusion, the journey towards academic excellence necessitates a multi-faceted approach that encompasses teacher training, assessment policies, and data analysis. By empowering our educators with the tools and knowledge to elevate instructional rigor, implementing clear grading policies, providing writing support, and leveraging data insights, our district is poised to facilitate student success at unprecedented levels. Together, we can shape a brighter future for our students and our community.

School Culture and Climate

School Culture and Climate Data Sources

- Attendance Reports
- Climate Surveys
- CNA Committee Data Collections
- Parent Engagement
- Student Surveys
- Teacher Surveys

School Culture and Climate Strengths

Comprehensive Needs Assessment

School Culture and Climate Strengths (Continued)

Armed Security Officers: Each campus within our district is equipped with an armed security officer. These dedicated professionals play a crucial role in maintaining a safe and secure atmosphere. Their presence not only acts as a deterrent but also ensures a swift and effective response to any unforeseen incidents, assuring students and staff of their safety.

Mental, Social, and Emotional Well-being Curriculum: Recognizing the importance of holistic student development, we have introduced a comprehensive curriculum that focuses on students' mental, social, and emotional well-being. This curriculum equips students with the tools to navigate challenges, develop resilience, and build positive relationships.

Discipline Procedures Guided by TASB Model: Our district has established clear and consistent procedures for handling discipline referrals at every campus. These procedures are guided by the Texas Association of School Boards (TASB) model, ensuring fairness and equity in disciplinary actions. Our commitment to consistency and fairness underscores our dedication to creating a just and supportive educational environment.

Student Surveys: To gauge the effectiveness of our safety measures and the overall school experience, we regularly gather feedback from our students through surveys. The data collected indicates that a significant majority of our students feel physically safe at school and express respect for their teachers. These positive responses affirm the success of our safety and security initiatives and the strong student-teacher relationships that we foster.

Teacher Well-being: Just as student safety is paramount, we also prioritize the well-being of our educators. Surveys have shown that teachers feel safe and secure at all campuses across the district. This feedback highlights the effectiveness of our safety measures in creating an environment where educators can focus on their primary mission: educating our students.

School Culture and Climate Weaknesses

Improving Attendance Rates: We aim to increase overall attendance rates to at least 95% at every campus. This involves a multifaceted approach, including proactive outreach to families, early intervention strategies for at-risk students, and creating a school culture where attendance is highly valued.

Reducing Disciplinary Placements: We acknowledge the need to reduce the number of discretionary alternative disciplinary placements. Instead of punitive measures, we are exploring restorative practices and intervention programs that address underlying issues while keeping students engaged in learning and connected to their school community.

Academic Support for Disciplined Students: Evidence has shown that students with consistent discipline issues tend to struggle academically, especially those in the District Alternative Education Program (DAEP) and extended In-School Suspension (ISS). To address this, we are implementing more direct instruction from content teachers in DAEP and ISS, ensuring that students do not fall behind academically during disciplinary actions.

Parental Engagement: Achieving parental support in addressing discipline issues is paramount. We recognize the importance of open and effective communication with parents. Our district is committed to strengthening these relationships through regular updates, parent-teacher conferences, and proactive outreach to involve parents in resolving disciplinary challenges.

Promoting Student Pride: To boost student morale and foster a sense of belonging, we are introducing pride-building activities within our campuses. These activities celebrate students' achievements, talents, and contributions to the school community. Creating a positive and inclusive school culture enhances overall student engagement and behavior.

Comprehensive Discipline Initiatives: Our approach to discipline goes beyond punitive measures. We believe in incorporating motivation and understanding the "why" behind rules and consequences. This means clearly communicating the purpose of rules and helping students develop self-discipline and responsible decision-making skills.

School Culture and Climate Needs

Increasing Parental Engagement: To enhance attendance rates and create a stronger system for students, we are actively working to increase parental engagement and

Comprehensive Needs Assessment

School Culture and Climate Needs (Continued)

awareness. This includes regular communication with parents, parent-teacher conferences, workshops, and initiatives that encourage parents to be actively involved in their child's education and attendance.

Hiring of Attendance Officer: to conduct home visits, meetings with students parents to identify strategies to prevent dropout rate and coordinate attendance reports with Leadership to discussing strategies to improve or maintain attendance for those students at risk; failing state assessments, failure of not graduating.

Behavioral Interventionists and Units: For students who are repeat offenders but do not warrant mandatory alternative placements, we are implementing a proactive approach. Behavioral interventionists and specialized units will work with these students, focusing on mental, social, and emotional curriculums. These interventions aim to address underlying issues contributing to behavioral challenges, fostering personal growth and responsible decision-making.

Enhancing DAEP Opportunities: To ensure that students in the District Alternative Education Program (DAEP) receive appropriate opportunities for direct instruction, we are creating and monitoring clear expectations. These expectations will align with our commitment to supporting students' academic progress during disciplinary actions.

Motivational Speakers and Activities: We recognize the importance of boosting student self-esteem and pride in the school community. To achieve this, we plan to bring in motivational speakers and organize activities that inspire and uplift both students and parents. These initiatives contribute to a positive and cohesive school culture.

Professional Development for Teachers: Supporting our teachers in dealing with students who present consistent discipline issues is crucial. We are dedicated to providing our educators with more professional development opportunities that equip them with effective strategies and tools for managing challenging behaviors while maintaining a productive learning environment.

Building Parental Relationships: Fostering strong relationships with parents of students facing discipline issues is a priority. We are initiating a focused effort to engage with these parents, aiming to create a unified front against disruptive behavior. By working together, we can provide consistent and coordinated support to address behavioral challenges effectively.

School Culture and Climate Summary

In our unwavering commitment to the well-being of our students and the promotion of a conducive learning environment, we have instituted a series of initiatives and procedures across all campuses within our district. These measures encompass both physical and emotional aspects of student development, as well as fostering stronger partnerships with parents.

First and foremost, we have stationed armed security officers at every campus, reinforcing our dedication to ensuring a secure learning environment. This presence not only acts as a deterrent but also provides immediate response capabilities in the event of unforeseen incidents, assuring students and staff of their safety.

Equally vital is our commitment to addressing students' mental, social, and emotional well-being. Across all campuses, we have introduced a curriculum designed to provide comprehensive support in these areas. We firmly believe that nurturing these aspects of development is instrumental in promoting student success and resilience.

To ensure consistent and fair disciplinary processes, we have implemented standardized procedures for handling discipline referrals at every campus, guided by the Texas Association of School Boards (TASB) model. This framework ensures that disciplinary actions are equitable and aligned with best practices.

Informed by student surveys, we are pleased to note that a significant majority of our students feel physically safe at school and express respect for their teachers. This feedback underscores the success of our safety and security measures and our commitment to fostering respectful student-teacher relationships.

Furthermore, teachers' safety and security are paramount in maintaining a productive learning environment. Our surveys indicate that educators across the district feel safe and secure in their respective campuses, a testament to our comprehensive security measures and commitment to their well-being.

To further engage parents and boost attendance, we are working diligently to increase parental involvement and awareness. By fostering stronger connections between parents, students, and the school community, we aim to create a sense of shared responsibility for students' education and behavior.

In cases involving repeat offenders who may not warrant mandatory alternative placements, our district recognizes the need for specialized support. We are actively deploying Behavioral Interventionists and units, coupled with our mental, social, and emotional curriculums, to address the underlying issues contributing to behavioral challenges and

Comprehensive Needs Assessment

School Culture and Climate Summary (Continued)

provide targeted assistance.

To bolster student morale and self-esteem, we plan to introduce motivational speakers and activities that instill a sense of pride and belonging within both students and parents. These initiatives aim to create a more positive and inclusive school culture.

For teachers, we are committed to providing more professional development opportunities to equip them with effective strategies for managing students with consistent discipline issues. By enhancing their skill set, we empower educators to address challenging behaviors proactively.

Lastly, building stronger relationships with parents of students facing discipline issues is a priority. We believe that collaboration between schools and parents is essential in addressing disruptive behavior effectively. Together, we can work towards a unified approach to support these students in their journey toward positive behavioral change.

In conclusion, our district is steadfast in its pursuit of a safe and nurturing learning environment. By combining physical security measures, mental and emotional support, standardized procedures, and increased parent engagement, we are laying the foundation for holistic student development and success.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Data Sources

CNA Committee Data Collections

Teacher Surveys

Texas Academic Performance Report

Staff Quality, Recruitment and Retention Strengths

In our pursuit of building a strong and dedicated team of educators and professionals, we have undertaken a proactive approach to recruitment, supplemented by attractive incentives.

One of our primary strategies involves actively participating in job fairs, where we actively seek out and engage with high-caliber candidates. These events provide us with a valuable opportunity to connect with individuals who share our commitment to education excellence and can contribute significantly to our educational community.

To make joining our team even more appealing, we offer sign-on bonuses and retention stipends. These financial incentives serve as a tangible expression of our appreciation for the commitment and dedication of our staff. They not only reward new hires for choosing our district but also provide ongoing recognition to our existing employees for their continued service and dedication.

Human resource development: Existing structures for professional development coordination, including instructional leadership teams and assigned coaching roles, provide a framework for consistent educator support. Staff demonstrate a strong commitment to professional growth, with high participation rates in voluntary professional development and professional learning communities (PLCs). The implementation of evaluation frameworks such as TTESS and TPESS has initiated progress toward consistent instructional expectations and alignment across campuses. Administrative support for teacher development is strong, with campus leaders regularly encouraging participation in professional learning opportunities.

These efforts underscore our commitment to building a robust and talented workforce that is not only attracted to our district but also motivated to stay and grow with us.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Strengths (Continued)

Together, we are shaping the future of education in our community, one dedicated educator at a time.

Staff Quality, Recruitment and Retention Weaknesses

Ensuring the vitality and excellence of our district's educational workforce is paramount. To achieve this goal, we have devised a comprehensive strategy that includes financial incentives, professional development, and broadening our recruitment reach.

Financial Incentives: We recognize the critical role that financial incentives play in retaining and attracting strong teachers and personnel. To that end, our district is committed to providing competitive compensation packages, including sign-on bonuses and content stipends. These incentives not only acknowledge the value of our staff's expertise but also serve as a tangible expression of our commitment to their continued growth and success within our district.

Professional Development: Our district places a strong emphasis on professional growth and development. We understand that investing in our educators' skills is an investment in our students' futures. To help retain our valued staff, we will continue to offer district-wide professional development opportunities, particularly in areas such as differentiated instruction and delivery techniques. These initiatives empower our employees to continuously improve their teaching methods and adapt to evolving educational needs.

Expanded Recruitment Reach: To maintain a robust pipeline of talent, our district is dedicated to expanding its reach in recruitment. We actively seek partnerships with alternative certification organizations and broaden our participation in job fairs. This approach allows us to cast a wider net and identify candidates who may bring fresh perspectives and expertise to our educational community.

Human resource development: There is a lack of formalized career pathways or succession planning for teachers seeking leadership roles, resulting in missed opportunities for internal talent development. The district currently has limited capacity at the central level to design, evaluate, and refine job-embedded professional development that addresses campus-specific needs. The impact of professional development activities is not systematically monitored or tied to instructional performance or student achievement data. There are inconsistencies in how coaching and mentoring programs are implemented across campuses, which leads to uneven instructional quality and support. Retention of high-performing educators, especially in hard-to-staff areas, is a persistent challenge due in part to the absence of structured advancement opportunities and long-term development systems.

By implementing these four interconnected strategies, we are taking proactive steps to ensure that our district remains a desirable destination for educators and personnel. Together, we are building a dynamic and talented workforce that will elevate the quality of education we provide to our students.

Staff Quality, Recruitment and Retention Needs

Our district is dedicated to fostering a culture of continuous improvement among our staff and maintaining a vibrant and highly skilled workforce. To achieve these objectives, we have outlined a comprehensive strategy focusing on professional development and recruitment, both through financial and non-financial incentives.

Targeted Professional Development: We acknowledge the significance of equipping our employees with the necessary skills and knowledge to excel in their roles. To address areas of high need, such as the delivery of instruction, literacy, and writing, our district is committed to developing and facilitating professional development programs. These programs will provide educators and staff with the tools and strategies required for effective instruction and support.

Research-Based Strategies and Best Practices: To ensure the continual growth of our staff, we emphasize the importance of continual and specific professional development grounded in research-based strategies and best practices. This commitment guarantees that our educators remain updated on the latest advancements in pedagogy, enabling them to provide the highest quality education to our students.

Year-Round Teacher Recruitment: Our district recognizes that the pursuit of top talent is not limited to specific times of the year. We will continue to emphasize the importance

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Needs (Continued)

of actively recruiting teachers throughout the year. This approach ensures that we maintain a robust pool of candidates from various organizations, enabling us to identify and hire exceptional educators when opportunities arise.

Financial Incentives: Attracting and retaining quality staff is vital to our district's success. In recognition of their dedication and expertise, we offer financial incentives such as signing bonuses and retention stipends. These incentives not only acknowledge their commitment but also demonstrate our determination to nurture a thriving educational community.

To attract and retain high-performing teachers in the LEA by providing additional funding to teachers that can award designated "highly effective" teachers with increased compensation, aiming to incentivize them to stay in the profession and work in high-need schools or challenging assignments; essentially rewarding top teachers based on their performance and student growth data.

Non-Financial Incentives: We understand that the well-being of our staff extends beyond financial considerations. To further support our employees, we are exploring non-financial incentives such as child care options through Head Start programs. By alleviating practical concerns, we enable our staff to focus on their roles with peace of mind, knowing their personal needs are being met.

Through this multifaceted approach, our district is actively fostering a culture of growth, excellence, and inclusivity. We are dedicated to providing our staff with the resources and support they need to thrive in their roles and to continue attracting top-tier talent to join our educational community. Together, we are creating an environment where both educators and students can flourish.

Staff Quality, Recruitment and Retention Summary

To ensure the ongoing excellence of our district's educational workforce, we have undertaken a concerted effort to attract and retain high-caliber candidates. Our commitment to these endeavors encompasses both financial and professional support.

One of our primary initiatives involves actively participating in job fairs, creating opportunities for us to identify and recruit strong candidates who align with our educational vision. These fairs serve as a vital platform for us to connect with prospective educators who can make a lasting impact on our students' lives.

To further entice top talent, we have introduced sign-on bonuses and retention stipends, recognizing the value of attracting and retaining exceptional staff members. These incentives not only reward their commitment but also contribute to the long-term stability and strength of our district.

In addition to recruitment efforts, we understand the importance of ongoing professional development for our employees. To address areas of high need, such as instructional delivery, literacy, and writing skills, our district is dedicated to developing and facilitating relevant and comprehensive professional development programs. By continually investing in the growth and skill development of our staff, we ensure that they remain equipped with the latest research-based strategies and best practices.

Furthermore, our commitment to professional development extends to all employees, ensuring that they have access to specific, research-based strategies and best practices. This ongoing support equips our educators and staff with the tools they need to excel in their roles and provide our students with the highest quality education.

In the realm of recruitment, we recognize that attracting teachers is not a seasonal endeavor but a year-round commitment. Our district places emphasis on actively seeking out teaching talent from a variety of organizations throughout the year. This approach ensures that we are continually tapping into diverse pools of skilled educators who share our commitment to excellence.

Beyond financial incentives, we are also exploring non-financial ways to support our staff. For instance, we are considering the provision of child care through Head Start programs, which would alleviate a significant burden for employees with young children. This initiative not only demonstrates our dedication to our staff's well-being but also facilitates their ability to focus on their roles without the added stress of child care concerns.

In conclusion, our district's approach to recruitment and professional development is multifaceted and unwavering in its commitment to excellence. Through proactive recruitment, financial incentives, ongoing professional development, and thoughtful non-financial support, we aim to cultivate a dedicated and highly skilled workforce that can

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary (Continued)

provide the best possible education for our students. Together, we are elevating the future of our district.

THE LEA will coordinate professional development activities authorized under Title II, Part A, and other federal, state, and local programs. The LEA needs to coordinate activities under Title II, Part A with other strategies, programs and activities conducted in the community.

The LEA will prioritize Title II, Part A funds for use at Title I, Part A campuses identified for School Improvement (campuses implementing comprehensive support and improvement activities and targeted support campuses serving the highest percentages of low-income students; as well as supporting System of Professional Growth and Improvement, for induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and teacher leadership opportunities. The district has identified a critical need to strengthen internal capacity in human capital management, leadership development, and data-informed professional learning systems. Staff and stakeholder input, as well as retention and evaluation data, reveal gaps in instructional leadership support, the sustainability of recruitment pipelines, and the implementation of job-embedded professional development strategies. To address these challenges, the district will prioritize graduate-level coursework in Human Resource Development (HRD) to build internal leadership capacity. This aligns with the district's goal to improve instructional coaching systems, implement data-driven PD, and develop sustainable structures for educator recruitment, development, and retention. These activities will be supported through allowable Title II, Part A funding.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Data Sources

- Benchmark Data
- Classroom Walkthroughs
- CLI
- Differentiated Strategies
- Discipline Reports
- DMAC
- Grading Period Results
- Lesson Plans
- MAPS
- PK Curriculum
- Professional Development
- SBDM Input
- State Assessment Data
- TELPAS Reports
- Texas Academic Performance Report
- Vertical Alignment Documents
- Year at a Glance Documents

Curriculum, Instruction and Assessment Strengths

Comprehensive Needs Assessment

Curriculum Alignment with TEKS: We have adopted the TEKS Resource System, which aligns our curriculum with state standards. This ensures that what we teach is in sync with the expectations and requirements set by the Texas Education Agency (TEA).

Personalized Learning with Lexia and Edusmart: We leverage Lexia and Edusmart to provide personalized learning experiences for our students. These resources cater to individual needs, allowing us to tailor instruction to specific learners' abilities and requirements.

Eureka Amplified for Math: Eureka Amplified is our choice for mathematics instruction, promoting a deep understanding of mathematical concepts and problem-solving skills among our students.

MAPS PHD Science: To foster scientific inquiry and exploration, we implement the MAPS PHD Science program. It equips students with the skills and knowledge needed to excel in the field of science.

Individualized Learning with IFD: Our district utilizes the Individualized Family Service Plan (IFD) component to provide specific and tailored learning experiences for students. This approach ensures that each learner's unique needs are addressed effectively.

Professional Learning Communities (PLCs): Every campus actively participates in Professional Learning Communities (PLCs) to plan, discuss, and analyze benchmarks and assessment data. This collaborative approach allows educators to share insights, strategies, and best practices, ultimately benefiting student achievement.

Benchmarks for Progress Monitoring: We conduct two major benchmark assessments each year, one every semester. These benchmarks serve as valuable tools to gauge student progress, identify areas for improvement, and adjust instruction accordingly.

Data Analysis with DMAC: The Data Management and Analysis for Curriculum (DMAC) platform is available district-wide to assist in analyzing student assessment data. This includes benchmarks, state assessments, and unit tests. DMAC enables educators to gain valuable insights into student performance and make data-driven decisions to enhance instruction.

Curriculum, Instruction and Assessment Weaknesses

Teacher Planning and Alignment Opportunities: We understand the importance of teacher collaboration and planning. To promote effective instruction, we are committed to providing teachers with ample opportunities for vertical alignment, both within and across campuses. This ensures that curriculum and instruction are coherent, consistent, and build upon students' prior knowledge and skills.

Writing Improvement: Writing skills are vital across all grade levels. To facilitate significant improvement, our district is implementing a writing curriculum and/or writing program. This structured approach will equip students with the necessary skills to excel in written communication.

MCP with Fidelity: The success of our Multi-Tiered Systems of Support (MTSS), such as MCP, hinges on its faithful implementation. We are dedicated to carrying out MCP with true fidelity, ensuring that students receive the targeted support they need to succeed academically.

Expanded Use of DMAC: We recognize the untapped potential of the Data Management and Analysis for Curriculum (DMAC) platform. Our goal is to encourage all teachers, not just administrators and department heads, to utilize DMAC for data analysis. This empowers educators to make data-informed decisions that positively impact student learning.

TEKS Resource System IFD Utilization: The TEKS Resource System Individualized Family Service Plan (IFD) component is a valuable tool for ensuring lessons are delivered with appropriate rigor. We are committed to better utilizing this resource to tailor instruction to meet the needs of each student.

Uniform Benchmarking: We understand the importance of consistency in the benchmarking process across the district. Our goal is to establish uniform benchmarking procedures, ensuring that assessments effectively measure student progress and provide valuable insights into instructional effectiveness.

Higher-Level Questioning: To elevate instructional rigor, we aim to incorporate more higher-level questions into the instructional delivery process. This encourages critical thinking, problem-solving, and deeper understanding among our students.

Curriculum, Instruction and Assessment Needs

Comprehensive Needs Assessment

IFD Training in TEKS Resource System: To ensure that classroom instruction aligns with the desired rigor and specificity of learner outcomes, we recognize the need for specialized training on the Individualized Family Service Plan (IFD) component within the TEKS Resource System. Our district is dedicated to providing comprehensive training to teachers, enabling them to effectively utilize the IFD for personalized instruction.

Promoting Vertical Alignment and Collaboration: We understand the importance of collaboration and vertical alignment among campuses. Our district is actively creating opportunities for educators to engage in meaningful conversations and planning sessions. These interactions foster a shared understanding of instructional goals and promote consistency in curriculum delivery.

MCP Training: Multi-Tiered Systems of Support (MTSS), including MCP, is a critical component of our educational approach. To ensure its successful implementation, we are committed to providing ongoing training. This training is particularly vital for new teachers joining the district and educators who may have encountered challenges with consistent implementation. We aim to equip all educators with the skills and knowledge needed to effectively support students through MCP.

DMAC Training: We recognize the untapped potential of the Data Management and Analysis for Curriculum (DMAC) platform in enhancing instruction and decision-making. To harness its power, our district will provide training to educators on the importance of DMAC and how to use it effectively. This training will enable educators to leverage data for data-driven instructional decisions.

Curriculum, Instruction and Assessment Summary

IFD Training in TEKS Resource System: To ensure that classroom instruction aligns with the desired rigor and specificity of learner outcomes, we are prioritizing comprehensive training for teachers on using the Individualized Family Service Plan (IFD) within the TEKS Resource System. This training equips educators with the skills to personalize instruction to meet the unique needs of every student.

Promoting Vertical Alignment and Collaboration: We understand that vertical alignment and collaborative planning are essential for consistent and effective instruction. Our district is actively creating opportunities for educators at different campuses to engage in conversations and vertical alignment planning. These discussions foster a shared vision and ensure that curriculum delivery is cohesive across grade levels.

Continuous MCP Training: To ensure that the Multi-Tiered Systems of Support (MTSS), including the Multi-Tiered System of Supports for Students with Disabilities (MCP), is implemented effectively, we are committed to providing continuous training. This includes targeted support for teachers who are new to the district and those who have faced challenges with consistent implementation. Our goal is to build a proficient and unified approach to supporting all students.

DMAC Training: We recognize the transformative potential of data analysis using the Data Management and Analysis for Curriculum (DMAC) platform. Our district will offer training to educators on the importance of DMAC and how to utilize it effectively. This training equips educators with the tools to make data-informed instructional decisions, promoting student success.

Family and Community Involvement

Family and Community Involvement Data Sources

Climate Surveys

Comprehensive Needs Assessment

Family and Community Involvement Strengths

District Site-Based Decision Making Committee: Our District Site-Based Decision Making Committee is a collaborative platform comprising staff, parents, and community members. This committee plays a pivotal role in decision-making processes, allowing diverse perspectives and insights to inform important choices related to our schools and educational programs.

Parental Engagement Meetings and Annual Conference: We value the active involvement of parents in their child's education. To facilitate this, we organize various parental engagement meetings and host an annual parental conference. These events provide opportunities for parents to learn about our educational approach, gain valuable insights, and engage in meaningful discussions with educators and other parents.

Effective Communication Channels: We prioritize keeping parents informed about special events and important messages. To achieve this, we employ a variety of communication channels, including:

District Website: Our district website serves as a central hub for information, updates, and resources. Parents can access a wealth of information about our schools, programs, and events.

Automated Calling System: We use an automated calling system to deliver timely messages directly to parents' phones. This ensures that important announcements and updates reach parents promptly.

Local Radio Station: We collaborate with a local radio station to broadcast special announcements and important messages, ensuring that the broader community is informed about key developments.

Informative Open Houses and Meetings: Our campuses actively organize informational and educational meetings, as well as open houses, for parents and the community. These events offer insights into our educational programs, curriculum, and the opportunity to meet with teachers and staff. Open houses provide a firsthand look at the learning environment, fostering a sense of belonging and partnership between schools and families.

Family and Community Involvement Weaknesses

Academic Support Opportunities: We acknowledge the importance of specific academic support for students. To address this, our district is actively creating more opportunities for parents to meet and discuss how they can support academics effectively. These sessions will provide insights, resources, and strategies for parents to actively engage in their child's learning journey.

Student Health and Hygiene Discussions: We believe that student well-being is essential for academic success. Our district is introducing opportunities for discussions on student health and hygiene. These forums will cover topics such as nutrition, physical activity, mental health, and personal hygiene. By addressing these aspects comprehensively, we aim to create a holistic support system for our students.

Enhanced Parental and Community Support: While we are creating opportunities for parents to engage with the district, we recognize the need for stronger parental and community support. To achieve this, we are actively reaching out to parents and community members through various channels, such as workshops, seminars, and community forums. By fostering a sense of partnership and community, we aim to create a more supportive environment.

Positive Reinforcement and Recognition: We value the active participation of parents and community members. To encourage and celebrate their involvement, our district is implementing positive reinforcement strategies. This includes recognition programs, appreciation events, and acknowledgment of their contributions to our educational community. We want to ensure that active participants feel valued and appreciated for their dedication.

Family and Community Involvement Needs

Comprehensive Needs Assessment

Family and Community Involvement Needs (Continued)

Continued Campus Interaction Opportunities: We understand the importance of parents and community members being actively involved in our schools. Our district is committed to continuing to provide opportunities for them to visit our campuses, interact with educators, and engage in meaningful discussions about their child's education.

Active Participation in Decision-Making: We believe that parents and community members should have a voice in certain aspects of the decision-making process. To facilitate this, our district is actively involving them in decision-making forums, committees, and advisory groups. Their insights and perspectives are valued and taken into consideration in shaping important decisions.

Communication Chart for Support and Assistance: Our district has established a communication chart to guide District employees in providing support and assistance to parents and community members. This chart ensures that individuals seeking assistance receive prompt and effective responses, enhancing overall communication and support.

Financial Incentives for Involvement: Recognizing the importance of active involvement, our district is exploring financial commitments to offer incentives to parents and community members who actively engage in appropriate aspects of our educational community. These incentives serve as a token of appreciation for their commitment to our schools.

Campus Liaison Positions: We are considering the creation of part-time paid liaison positions at each campus. These positions would serve as a bridge between parents, the community, and the school. Liaisons would facilitate communication, provide information, and encourage involvement, fostering stronger relationships between the school and its stakeholders.

Parent and Community Education Classes: To further integrate parents and community members into the academic process, our district is actively exploring opportunities to offer educational classes specifically designed for them. These classes would cover a range of topics related to academics, school processes, and ways to support student learning effectively. The LEA will use pamphlets, online materials to parents, and students.

Family and Community Involvement Summary

District Site-Based Decision Making Committee: We believe in collaborative decision-making. Our District Site-Based Decision Making Committee comprises staff, parents, and community members. This committee plays a pivotal role in shaping important decisions that impact our schools and educational programs.

Parental Engagement Meetings and Annual Conference: Our district places a strong emphasis on parental engagement. We hold various parental engagement meetings throughout the year, culminating in an annual parental conference. These events provide platforms for parents to actively participate in discussions, gain valuable insights, and collaborate with educators and other parents.

Effective Communication Channels: We prioritize transparent communication with parents. Our district ensures that parents are promptly informed about special events and important messages through multiple channels, including our District website, automated calling system, and local radio station.

Informative Campus Meetings and Open Houses: Our campuses actively organize informational and educational meetings, as well as open houses, to facilitate interaction between parents, community members, and educators. These gatherings offer insights into our educational programs, curriculum, and opportunities to meet with teachers and staff.

Ongoing Opportunities for Campus Interaction: We recognize the importance of parents and community members actively participating in our schools. Our district is committed to continually providing opportunities for them to visit campuses, engage with educators, and be part of the school community.

Active Participation in Decision-Making: To ensure that important decisions reflect diverse perspectives, we encourage parents and community members to be active participants in certain aspects of the decision-making process. Their input is highly valued and considered in shaping our educational initiatives.

Communication Chart for Support and Assistance: Our district has established a communication chart to guide District employees in offering support and assistance to parents and community members. This chart ensures that individuals seeking help receive timely and effective responses.

Financial Incentives for Involvement: Recognizing the significance of active involvement, we are exploring financial commitments to offer incentives for parents and community members who actively engage in appropriate aspects of our educational community. These incentives serve as a token of appreciation for their dedication.

Comprehensive Needs Assessment

Family and Community Involvement Summary (Continued)

Campus Liaison Positions: We are considering the creation of part-time paid liaison positions at each campus. These liaisons would bridge the gap between parents, the community, and the school. Their role would include facilitating communication, providing information, and encouraging involvement, ultimately fostering stronger relationships.

Parent and Community Education Classes: To further integrate parents and community members into the academic process, our district is actively exploring opportunities to offer educational classes specifically designed for them. These classes would cover a range of topics related to academics, school processes, and ways to effectively support student learning.

School Context and Organization

School Context and Organization Data Sources

- Climate Surveys
- CNA Committee Data Collections
- Master Schedules
- Professional Development
- SBDM Input
- Teacher Surveys

School Context and Organization Strengths

Weekly Administration Meetings: To facilitate regular communication and coordination, our district holds weekly administration meetings. These meetings bring together key stakeholders, including the superintendent, directors, and principals. They provide a platform for discussing important district-level matters, sharing updates, and aligning strategies to meet our educational goals.

Organizational Chart: We have established a clear organizational chart for the district. This chart outlines the hierarchy and reporting relationships within the district, ensuring that roles and responsibilities are well-defined. It helps streamline decision-making and accountability.

Campus Meetings: Our campuses play a crucial role in decision-making and communication. To promote effective collaboration, campuses hold regular staff and department head meetings. These meetings allow for the exchange of ideas, information sharing, and planning at the campus level.

District Site-Based Decision Making Committee: Our district values the input and expertise of campus and district-level personnel. To facilitate inclusive decision-making, we have established a District Site-Based Decision Making Committee. This committee comprises a diverse group of stakeholders who collectively contribute to shaping district-wide decisions and initiatives.

Campus Site-Based Decision Making Committees: Each campus within our district has its own Site-Based Decision Making Committee. These committees consist of teachers, administrators, parents, and community members who work collaboratively to address campus-specific matters. They play a vital role in shaping the direction of individual campuses and ensuring that decisions align with the unique needs of each school community.

Comprehensive Needs Assessment

School Context and Organization Weaknesses

Clear Organizational Chart Communication: We understand the significance of providing a clear and accessible organizational chart. Our district is committed to improving the dissemination of this chart to all personnel. This ensures that everyone has a comprehensive understanding of the organizational structure, roles, and reporting relationships within the district.

Effective Communication Channels: To address the challenge of disseminating information from meetings where not all personnel are involved, our district is actively exploring more effective communication channels. This includes the use of digital platforms, email updates, and centralized repositories for meeting minutes and important announcements. These efforts aim to ensure that information reaches all relevant parties promptly.

Time Management and Task Completion: We recognize that time is a valuable resource, especially when it comes to committee meetings and data-related tasks. Our district is actively working on optimizing time management for committee meetings. This includes streamlining agendas, setting clear objectives, and maximizing the efficiency of these gatherings. Additionally, we are committed to providing dedicated time and resources for tasks like data disaggregation and improvement plans to support our personnel in completing these critical tasks effectively.

School Context and Organization Needs

Open and Fearless Communication: We value the voices of our personnel and encourage them to freely communicate their needs and concerns. We are committed to maintaining a culture where individuals can express themselves without fear of reprisals. To achieve this, we emphasize the importance of open and honest communication while respecting the chain of command when appropriate.

Open Door Policy: Our district promotes an open door policy to facilitate open lines of communication. We actively encourage personnel to reach out to their supervisors, administrators, or colleagues when they have questions, ideas, or concerns. We believe that fostering a culture of accessibility is essential for addressing issues effectively.

Home Visits, Phone Calls, and Parent Involvement Meetings: We recognize the significance of engaging with parents and the community through various means. Our district actively supports home visits, phone calls, and parent involvement meetings to ensure that communication with families is robust and meaningful. These initiatives help strengthen the bonds between our schools and the community.

Academic Focus and Administrative Roles: To maintain a proper focus on academics, we are exploring the possibility of having separate individuals fulfill the roles of instructional officer and associate principal (discipline). This division of responsibilities allows dedicated attention to academic matters while effectively addressing discipline-related concerns.

Financial Support for Campuses: We understand the time constraints faced by personnel due to district meetings and committee involvement. Our district is committed to providing financial support to campuses to help them secure substitutes and part-time assistance. This financial support allows personnel to participate in district-level activities without compromising their essential roles at the campus level.

School Context and Organization Summary

Weekly Administration Meetings: We continue to hold weekly administration meetings involving the superintendent, directors, and principals. These meetings serve as a platform for transparent communication, strategic alignment, and collaborative decision-making. They ensure that our leadership team remains informed and aligned with the district's goals.

Organizational Chart Visibility: To enhance organizational clarity, we are committed to making the organizational chart readily accessible to all personnel. This ensures that everyone understands the reporting structure and the roles and responsibilities within the district, promoting transparency and accountability.

Comprehensive Needs Assessment

School Context and Organization Summary (Continued)

Campus Meetings: We value the importance of campus-level communication. Campuses will continue to hold regular staff and department head meetings, fostering a culture of collaboration and information sharing. These meetings are essential for addressing specific campus needs and initiatives.

Site-Based Decision Making Committees: Both the District Site-Based Decision Making Committee and individual campus Site-Based Decision Making Committees play vital roles in shaping decisions and initiatives. We encourage active participation in these committees, where diverse perspectives and expertise contribute to informed choices.

Encouraging Open Communication: We promote an open and transparent communication culture that encourages all personnel to freely express their needs and concerns. It is essential that personnel feel comfortable discussing issues without fear of reprisals. This approach helps identify and address challenges effectively.

Open Door Policy and Outreach: We actively encourage an open door policy, ensuring that personnel can reach out to supervisors and administrators at any time. Additionally, we are committed to fostering open lines of communication through initiatives like home visits, phone calls, and parent involvement meetings. These interactions strengthen connections with families and the community.

Academic Focus: To maintain a strong academic focus, we are exploring the possibility of having separate individuals fulfill the roles of instructional officer and associate principal (discipline). This ensures that dedicated attention is given to both academic and discipline-related matters.

Financial Support for Campuses: Recognizing the time constraints faced by personnel due to district meetings and committee involvement, our district is committed to providing financial support to campuses. This support will enable them to secure substitutes and part-time help, allowing personnel to participate in district-level activities without compromising their core responsibilities.

Technology

Technology Data Sources

Classroom Walkthroughs
CNA Committee Data Collections
Differentiated Strategies
Lesson Plans
SBDM Input
Teacher Surveys

Technology Strengths

Technology Accessibility: We understand the importance of technology in education. To support our educational goals, our district provides an extensive range of technology resources to every campus. This includes computers, laptops, iPads, Chromebooks, smartboards, and more. These resources are essential for delivering diverse and engaging learning experiences.

Technical Support: Our technology department plays a vital role in ensuring the smooth operation of these resources. They are dedicated to assisting with technical issues and providing support to campus staff. Whether it's troubleshooting hardware or assisting with software, our technology team is committed to delivering timely solutions.

Bandwidth and Connectivity: We recognize that a strong and reliable network infrastructure is essential for enabling digital learning. Our district has invested in sufficient

Comprehensive Needs Assessment

Technology Strengths (Continued)

bandwidth to support a large number of students on wireless devices simultaneously. This ensures that students and educators can seamlessly access online resources, engage in virtual learning, and conduct research without connectivity issues.

Professional Development: We are committed to supporting our educators in effectively integrating technology into their teaching practices. Our district provides ongoing professional development opportunities to help teachers harness the full potential of technology in the classroom. This includes training on digital tools, online learning platforms, and best practices for digital instruction.

Data Security and Privacy: Protecting student data and privacy is a top priority. Our district has implemented robust data security measures and adheres to strict privacy guidelines to ensure that sensitive information is safeguarded.

Digital Equity: We recognize that access to technology must be equitable for all students. Our district is dedicated to bridging the digital divide by providing devices and connectivity options to students who may not have access at home. This ensures that every student has an equal opportunity to benefit from technology-enhanced learning.

Future-Ready Education: We view technology as a tool to prepare students for the future. Our curriculum incorporates digital literacy, coding, and digital citizenship to equip students with the skills and knowledge needed in an increasingly digital world.

Technology Weaknesses

Continuous Professional Development: To ensure that our educators are well-equipped to leverage the latest technology effectively, we provide multiple opportunities for professional development. These sessions cover the use of new technology tools, software, and instructional strategies. We encourage teachers to participate in workshops, webinars, and training sessions to enhance their digital skills.

Technology Refresh Cycles: We understand that technology becomes obsolete quickly. To address this challenge, our district maintains a technology refresh cycle. This means that we regularly assess and update our technology infrastructure, including devices, software, and hardware. This ensures that our students and staff have access to current and reliable technology resources.

Budget Allocation: We allocate a portion of our budget to technology updates and replacements. This financial commitment allows us to stay current with technological advancements and ensure that our students have access to state-of-the-art tools and resources for learning.

Collaboration with Tech Experts: We collaborate with technology experts and industry partners to stay informed about emerging trends and innovations. By engaging in partnerships, we gain insights into cutting-edge technologies that can benefit our educational community.

Needs Assessment: Our district conducts regular needs assessments to identify the specific technological requirements of our schools and classrooms. This assessment helps us prioritize technology investments and tailor our PD programs to meet the evolving needs of educators and students.

Flexible Learning Environments: We create flexible learning environments that allow for the seamless integration of new technologies. This includes the design of classrooms and spaces that can adapt to changing technology requirements and facilitate effective teaching and learning.

Digital Literacy: We emphasize digital literacy as a core skill for students. Our curriculum includes digital literacy components that equip students with the knowledge and skills needed to navigate a rapidly evolving technological landscape.

Technology Needs

Inventory Management: We recognize the importance of maintaining clear and current inventory logs for all technology assets across campuses and departments. To achieve

Comprehensive Needs Assessment

Technology Needs (Continued)

this, we have established robust inventory management procedures, including regular audits and updates. This ensures that we have an accurate record of all technology resources and can plan for replacements and upgrades effectively.

Technology Gap Assessment and Planning: Our district has developed a comprehensive plan for addressing technology gaps and ensuring that devices are updated appropriately. This plan includes designated personnel responsible for conducting gap assessments, identifying needs, and implementing strategies to bridge these gaps. We regularly evaluate the technology landscape to stay proactive in addressing emerging needs.

Technical Issue Resolution: To provide a consistent and efficient process for addressing technical issues, we have established a dedicated technical support team. This team is responsible for swiftly resolving technical problems that arise within the district. We prioritize quick response times to minimize disruptions to teaching and learning.

Effective Use of Technology: Our major priority is ensuring that technology is not only available but also used effectively in the learning environment. We provide ongoing training and professional development opportunities to educators to help them integrate technology seamlessly into their teaching practices. This includes training on the use of specific technology tools and resources.

Comprehensive Training: We understand the importance of training for all technology purchases. Our district ensures that comprehensive training is provided for any new technology introduced. This includes training for educators, support staff, and students, ensuring that everyone can maximize the benefits of the technology.

Infrastructure Investment: We recognize that a robust technological infrastructure is essential for effective technology use. Our district is committed to providing the necessary infrastructure, including high-speed internet access, reliable network connectivity, and hardware support. We continually invest in infrastructure upgrades to support the growing technology demands of our educational community.

Technology Summary

Technology Access: We are proud to provide a wide range of technology resources to every campus, including computers, laptops, iPads, Chromebooks, and smartboards. These resources ensure that our students and educators have the tools they need to engage in digital learning and teaching.

Technical Support: Our dedicated technology department plays a crucial role in assisting with technical issues and offering support to campus staff. Their expertise and responsiveness help ensure that technology operates smoothly in our educational settings.

Robust Bandwidth: Recognizing the importance of reliable connectivity, we have invested in sufficient bandwidth. This investment allows a large number of students to use wireless devices simultaneously, supporting online learning, research, and collaboration without disruptions.

Inventory Management: We prioritize maintaining clear and current inventory logs for all technology assets across campuses and departments. This meticulous record-keeping enables us to track technology resources, plan for replacements, and ensure that our technology is up to date.

Technology Gap Planning: Our district has developed a comprehensive plan for addressing technology gaps. We designate personnel responsible for conducting assessments and ensuring that technology devices are updated appropriately. This proactive approach keeps us agile in meeting evolving technological needs.

Technical Issue Resolution: We have established a specific and consistent process for addressing technical issues. Our technical support team follows standardized protocols to swiftly resolve challenges and minimize disruptions in the learning environment.

Effective Technology Integration: The effective use of technology is a major priority for us. We provide ongoing training and professional development opportunities to empower educators to integrate technology seamlessly into their teaching practices. Our goal is to ensure that technology enhances the educational experience for students.

Comprehensive Training: We understand the importance of training for all technology purchases. Our district is committed to providing comprehensive training for any new technology introduced. This includes training for educators, support staff, and students to maximize the benefits of technology.

Infrastructure Investment: To make technology effective, we invest in the necessary infrastructure. This includes high-speed internet access, reliable network connectivity, and hardware support. Our ongoing infrastructure investments ensure that technology remains a reliable and integral part of our educational ecosystem.

Comprehensive Needs Assessment

Other

Comprehensive Needs Assessment Data Sources

Attendance Reports
Benchmark Data
Class Assignments & Rosters
Classroom Walkthroughs
CLI
Climate Surveys
CNA Committee Data Collections
Differentiated Strategies
Discipline Reports
DMAC
Grading Period Results
Lesson Plans
MAPS
Master Schedules
Parent Engagement
PEIMS Records
PK Curriculum
Pre K Guidelines
Previous Years CIP
Professional Development
SBDM Input
Stanford testing
State Assessment Data
Student Surveys
Support Personnel
Targeted Improvement Plan
Teacher Surveys
TELPAS Reports
Texas Academic Performance Report
TxEIS Reports
Vertical Alignment Documents
Year at a Glance Documents

BROOKS COUNTY ISD

- Goal 1.** (Academic Goal) By 2026, the students at Brooks County ISD will meet expectations and show progress in closing the achievement gaps in ELA, Mathematics, Science, and Social Studies as measured through benchmarks, common assessments and STAAR/EOC assessments.
- Objective 1.** By Spring 2026, the BCISD will support campuses to implement Reading, Writing, Math, Science and Social Studies STAAR and EOC strategies to increase student performances as measured by meets grade level standard. The District will focus on all grade levels and all subject areas and will monitor student progress and passing standards for All, Gender, Hispanic, White, and Eco Disadvantaged, Homeless, At-Risk, Sp. Ed., Migrant, EL and Gifted and Talented.
 - Objective 2.** By Spring 2026, the BCISD will support campuses to implement EL strategies to increase student performance as measured by the meets grade level standard.
 - Objective 3.** By Spring 2026, the BCISD will assist campuses to implement SPED STAAR and EOC supports to increase student performance as measured by the meets grade level standard.
 - Objective 4.** By Spring 2026, the BCISD will support campuses to implement specific GT, STAAR, and EOC strategies to increase student performance as measured by the master's grade-level standard.
 - Objective 5.** By Spring 2026, the BCISD will support campuses to implement high yield instructional strategies for Migrant Students on STAAR and EOC in order to increase student performance as measured by the meets grade-level standard.
 - Objective 6.** The LEA will support those students at risk of dropping out by coordinating and monitoring those students attendance, disciplinary referrals, grades, and SEL needs to increase graduation rates.
- Goal 2.** (College and Career Goal) BCISD will implement a college dual credit and career readiness program that will prepare students to succeed in college and/or other post-secondary educational opportunities as well as preparing students for career readiness through career and technical courses and certifications.
- Objective 1.** The District will provide college and university information to students, staff, and parents.
 - Objective 2.** The District will ensure rigorous instructional strategies are implemented for post-secondary success for college and career readiness.
 - Objective 3.** The District will ensure events are scheduled that promote awareness for post-secondary opportunities for students.
 - Objective 4.** The District will establish staff/counselor intervention strategies to further promote student achievement.
 - Objective 5.** The District will implement strategies to facilitate effective transitions for students through coordination with institutions of higher education and other local partners.
 - Objective 6.** The District will create a college going atmosphere from grades PK-12 to instill a college and career readiness culture for our students.
- Goal 3.** (Technology Goal) BCISD will implement a technology program and world class education that will prepare students to succeed in today's technological society and become global citizens.
- Objective 1.** The District will identify and apply strategies for supporting the use and integration of technology in learning.

BROOKS COUNTY ISD

- Objective 2.** The District will provide training for administrators, teachers, staff, and parents in educational technology.
 - Objective 3.** The District will provide all principals/directors their allocated budget for staff development for technology including state and federal funds.
 - Objective 4.** (Title IV A Support the Effective use of Technology) Technology Refresh Cycles: streamline student and staff access to the multiple online educational systems. This ensures that 100% of our students and staff have access to current and reliable technology resources.
- Goal 4.** (Culture and Climate Goal) BCISD will maintain and enhance the school climate, safety, well-being, and nurturing culture for students, teachers, parents, and community members. Success will be measured by respondents answering positively on the annual surveys and decrease in discipline referrals.
- Objective 1.** The BCISD will promote programs that communicate with students, parents, staff, and community in a positive way.
 - Objective 2.** The percentage of attendance for each six weeks at each campus will be at least 96% or above and the dropout rate for Falfurrias High School, and Falfurrias Jr. High will be less than 1%.
 - Objective 3.** BCISD will promote a safe and disciplined environment at each campus.
 - Objective 4.** The District will promote and provide social emotional support to address individual needs.
 - Objective 5.** The District will utilize strategies to attract and retain highly qualified professional staff and provide opportunities to build leadership capacity.
 - Objective 6.** The District will ensure staff receives training as required in statute on Bloodborne Pathogens, Child Maltreatment Responsibilities, bullying Prevention for School Personnel, Diabetes Management in Schools, Sexual Harassment for Educators, Suicide Awareness and Prevention, Teen Dating Violence for Educators, and Cybersecurity Awareness for Educators.
- Goal 5.** (Parent and Community Engagement Goal) BCISD will continue to support and increase family engagement and community involvement in schools, as measured by authentic engagement in district events and on annual parent and community surveys.
- Objective 1.** The District will continue to expand and support the Family and Community Engagement in the District.
 - Objective 2.** The District will promote and support volunteers to increase levels of participation through events such as; Meet the Teacher Night, Curriculum Nights, literacy nights, Report Card Nights, Campus Marquees, and athletic events.
 - Objective 3.** The District will implement community centers at each campus.

BROOKS COUNTY ISD

Goals

1. (Academic Goal) By 2026, the students at Brooks County ISD will meet expectations and show progress in closing the achievement gaps in ELA, Mathematics, Science, and Social Studies as measured through benchmarks, common assessments and STAAR/EOC assessments.
2. (College and Career Goal) BCISD will implement a college dual credit and career readiness program that will prepare students to succeed in college and/or other post-secondary educational opportunities as well as preparing students for career readiness through career and technical courses and certifications.
3. (Technology Goal) BCISD will implement a technology program and world class education that will prepare students to succeed in today's technological society and become global citizens.
4. (Culture and Climate Goal) BCISD will maintain and enhance the school climate, safety, well-being, and nurturing culture for students, teachers, parents, and community members. Success will be measured by respondents answering positively on the annual surveys and decrease in discipline referrals.
5. (Parent and Community Engagement Goal) BCISD will continue to support and increase family engagement and community involvement in schools, as measured by authentic engagement in district events and on annual parent and community surveys.

BROOKS COUNTY ISD

Objectives

- 1.1. By Spring 2026, the BCISD will support campuses to implement Reading, Writing, Math, Science and Social Studies STAAR and EOC strategies to increase student performances as measured by meets grade level standard. The District will focus on all grade levels and all subject areas and will monitor student progress and passing standards for All, Gender, Hispanic, White, and Eco Disadvantaged, Homeless, At-Risk, Sp. Ed., Migrant, EL and Gifted and Talented.
- 1.2. By Spring 2026, the BCISD will support campuses to implement EL strategies to increase student performance as measured by the meets grade level standard.
- 1.3. By Spring 2026, the BCISD will assist campuses to implement SPED STAAR and EOC supports to increase student performance as measured by the meets grade level standard.
- 1.4. By Spring 2026, the BCISD will support campuses to implement specific GT, STAAR, and EOC strategies to increase student performance as measured by the master's grade-level standard.
- 1.5. By Spring 2026, the BCISD will support campuses to implement high yield instructional strategies for Migrant Students on STAAR and EOC in order to increase student performance as measured by the meets grade-level standard.
- 1.6. The LEA will support those students at risk of dropping out by coordinating and monitoring those students attendance, disciplinary referrals, grades, and SEL needs to increase graduation rates.
- 2.1. The District will provide college and university information to students, staff, and parents.
- 2.2. The District will ensure rigorous instructional strategies are implemented for post-secondary success for college and career readiness.
- 2.3. The District will ensure events are scheduled that promote awareness for post-secondary opportunities for students.
- 2.4. The District will establish staff/counselor intervention strategies to further promote student achievement.
- 2.5. The District will implement strategies to facilitate effective transitions for students through coordination with institutions of higher education and other local partners.
- 2.6. The District will create a college going atmosphere from grades PK-12 to instill a college and career readiness culture for our students.
- 3.1. The District will identify and apply strategies for supporting the use and integration of technology in learning.
- 3.2. The District will provide training for administrators, teachers, staff, and parents in educational technology.
- 3.3. The District will provide all principals/directors their allocated budget for staff development for technology including state and federal funds.
- 3.4. (Title IV A Support the Effective use of Technology) Technology Refresh Cycles: streamline student and staff access to the multiple online educational systems. This ensures that 100% of our students and staff have access to current and reliable technology resources.
- 4.1. The BCISD will promote programs that communicate with students, parents, staff, and community in a positive way.
- 4.2. The percentage of attendance for each six weeks at each campus will be at least 96% or above and the dropout rate for Falfurrias High School, and Falfurrias Jr. High will be less than 1%.

BROOKS COUNTY ISD

Objectives

- 4.3. BCISD will promote a safe and disciplined environment at each campus.
- 4.4. The District will promote and provide social emotional support to address individual needs.
- 4.5. The District will utilize strategies to attract and retain highly qualified professional staff and provide opportunities to build leadership capacity.
- 4.6. The District will ensure staff receives training as required in stature on Bloodborne Pathogens, Child Maltreatment Responsibilities, bullying Prevention for School Personnel, Diabetes Management in Schools, Sexual Harassment for Educators, Suicide Awareness and Prevention, Teen Dating Violence for Educators, and Cybersecurity Awareness for Educators.
- 5.1. The District will continue to expand and support the Family and Community Engagement in the District.
- 5.2. The District will promote and support volunteers to increase levels of participation through events such as; Meet the Teacher Night, Curriculum Nights, literacy nights, Report Card Nights, Campus Marquees, and athletic events.
- 5.3. The District will implement community centers at each campus.

BROOKS COUNTY ISD

Goal 1. (Academic Goal) By 2026, the students at Brooks County ISD will meet expectations and show progress in closing the achievement gaps in ELA, Mathematics, Science, and Social Studies as measured through benchmarks, common assessments and STAAR/EOC assessments.

Objective 1. By Spring 2026, the BCISD will support campuses to implement Reading, Writing, Math, Science and Social Studies STAAR and EOC strategies to increase student performances as measured by meets grade level standard. The District will focus on all grade levels and all subject areas and will monitor student progress and passing standards for All, Gender, Hispanic, White, and Eco Disadvantaged, Homeless, At-Risk, Sp. Ed., Migrant, EL and Gifted and Talented.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. The District will monitor the Did not Master, Approaches, Meets, and Masters level performance of students on tested areas checkpoints, common assessments, unit tests, attendance, discipline referrals, and benchmarks through data meetings in PLCs data rooms.</p> <p>NWEA MAPS (Title I SW Elements: 1.1,2.1,2.2,2.4,2.5,2.6,3.1,3.2) (Target Group: ECD,BI,ESL,Migrant,EB,SPED,GT,CTE,AtRisk,Dys,FC,HS,504,PRE K,3rd,4th,5th,6th,7th,8th,9th,10th,11th,12th) (Strategic Priorities: 1,2,3,4) (ESF: 1,2,3,4,5,5.3)</p>	<p>Administrators, Assistant Principal(s), Campus Administrators, District Leadership Team</p>	<p>July 2025 - June 2026</p>	<p>(F)ESSA Title I, A Improving Basic Programs, (L)Local Funds199-13-6xxx-00-910-51100H, (L)Teaching & Learning Curriculum</p>	<p>Criteria: STAAR/EOC Benchmarks Unit Test MAP Checkpoints Report Cards Attendance</p> <p>08/08/25 - Some Progress 01/31/23 - On Track 08/02/22 - Pending</p>
<p>2. The district will ensure campus administration as well as district instructional staff conduct vertical planning where the keen focus is on state assessments. Teachers and leaders will utilize approved curriculum as well as utilizing High Yield Strategies and differentiated instruction. LEAD4WARD Accountability Connect (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: ECD,BI,ESL,Migrant,EB,SPED,GT,CTE,AtRisk,Dys,FC,HS,504,PRE K,3rd,4th,5th,6th,7th,8th,9th,10th,11th,12th) (Strategic Priorities: 2,4) (ESF: 1,1.1,5,5.3)</p>	<p>Administrators, Assistant Principal(s), Curriculum Director, District Leadership Team</p>	<p>July 2025 - June 2026</p>	<p>(F)ESSA Title I, A Improving Basic Programs, (S)Compensatory Education</p>	<p>Criteria: Teachers lesson plans, showing differentiation of instruction to meet the accountability connect data Minutes discussing the data and course of action in the classroom Teachers/ leaders feedback about lead4ward accountability connect</p> <p>08/14/25 - On Track 01/31/23 - On Track 08/02/22 - Pending</p>
<p>3. The district will collaborate continuously with Federal / State & local SPED/504/MTSS/Bilingual/ESL/GT @RISK STUDENTS Team to support the implementation of acceleration and enrichment with interventions, accommodations, with designed supports: PLCs focus, Inclusion Supports, Co-teaching, and differentiated</p>	<p>Administrators, Assistant Principal(s), Curriculum Director, Director of Teaching & Learning, District Leadership Team, Federal Programs Coordinator, Special Education Director</p>	<p>July 2025 - June 2026</p>	<p>(F)ESSA Title I, A Improving Basic Programs, (F)Idea B-Pre-School / Sp Ed, (F)IDEA Special Education, (S)Bilingual Ed Block Grant - \$1,400</p>	<p>Criteria: STAAR/EOC Meets and Masters Levels Benchmarks Unit Test Checkpoints</p> <p>08/14/25 - Pending 01/31/23 - On Track</p>

BROOKS COUNTY ISD

Goal 1. (Academic Goal) By 2026, the students at Brooks County ISD will meet expectations and show progress in closing the achievement gaps in ELA, Mathematics, Science, and Social Studies as measured through benchmarks, common assessments and STAAR/EOC assessments.

Objective 1. By Spring 2026, the BCISD will support campuses to implement Reading, Writing, Math, Science and Social Studies STAAR and EOC strategies to increase student performances as measured by meets grade level standard. The District will focus on all grade levels and all subject areas and will monitor student progress and passing standards for All, Gender, Hispanic, White, and Eco Disadvantaged, Homeless, At-Risk, Sp. Ed., Migrant, EL and Gifted and Talented.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
instruction to improve achievement in all subject areas. (Title I SW Elements: 2.6) (Target Group: ECD,AtRisk,FC,HS) (Strategic Priorities: 2,4) (ESF: 5,5.1)				
4. The district administration will conduct classroom visits and walkthroughs aligned to the T-TESS rubric in order to monitor and support instructional practices with instructional accommodations, differentiated instruction, and Inclusion support practices. Staff will be trained in accommodations and supplemental aides, and provide feedback to teachers in a timely manner. DATA CBAs, YAGs- (Title I SW Elements: 1.1,2.2) (Target Group: All,H,W,ECD,BI,ESL,Migrant,SPED,GT) (Strategic Priorities: 2,4) (ESF: 4,4.1,5,5.1,5.2,5.3,5.4)	Administrators, Assistant Principal(s), Director of Teaching & Learning, Special Education Director, Special Programs Coordinator	July 2025 - June 2026	(F)ESSA Title I, A Improving Basic Programs, (L)Local Funds199-13-6xxx-00-910-51100H - \$8,746	Criteria: STAAR/EOC/TELPAS/STAAR Alt 2 Benchmarks Unit Test Checkpoints 08/14/25 - Some Progress 01/31/23 - On Track
5. The district will provide the following resources to address learning loss: DAEP Placement, WIN Period, SWIS, Online AI Tutorials (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6,3.1,3.2) (Target Group: All,H,W,ECD,BI,ESL,Migrant,SPED,GT,AtRisk) (Strategic Priorities: 1,2,3,4) (ESF: 1,2,3,4,5)	Director of Teaching & Learning, Director Special Programs, Federal Programs Coordinator, Principal	July 2025 - June 2026	(S)Compensatory Ed. /DAEP - \$1,000, (S)Compensatory ED. Accelerated Inst/ Learning Center, (S)Compensatory Education	Criteria: STAAR/EOC/TELPAS/STAAR Alt. Benchmarks Unit Test Six Weeks Common Assessments MAP Test 08/14/25 - On Track 01/31/23 - On Track
6. ESSA TIA, Build strong foundation in Reading: supplemental instructional materials for at-risk students focused on Math and Literacy, to include Science and audio, large-print, or braille formats for eligible students. RENAISSANCE A/R PROGRAM ELEM & FJH, MCGRAW HILL,BLUEBONNET (Title I SW Elements: 1.1,2.5,2.6) (Target Group:	Administrators, Director of Teaching & Learning, Federal Programs Coordinator, Librarian	July 2025 - June 2026	(F)ESSA Title I, A Improving Basic Programs - \$105,342.54, (S)Instructional Materials Allotment - \$94,560	Criteria: READING STAAR/EOC/STAAR ALT./TELPAS MAP Benchmarks Unit Test Common Assessments TEACHER SURVEYS ON

BROOKS COUNTY ISD

Goal 1. (Academic Goal) By 2026, the students at Brooks County ISD will meet expectations and show progress in closing the achievement gaps in ELA, Mathematics, Science, and Social Studies as measured through benchmarks, common assessments and STAAR/EOC assessments.

Objective 1. By Spring 2026, the BCISD will support campuses to implement Reading, Writing, Math, Science and Social Studies STAAR and EOC strategies to increase student performances as measured by meets grade level standard. The District will focus on all grade levels and all subject areas and will monitor student progress and passing standards for All, Gender, Hispanic, White, and Eco Disadvantaged, Homeless, At-Risk, Sp. Ed., Migrant, EL and Gifted and Talented.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
All, ECD, BI, ESL, EB, SPED, AtRisk, Dys, HS, 504, PRE K, K, 1st, 2nd, 3rd, 4th, 5th, 6th) (Strategic Priorities: 2) (ESF: 1, 1.2, 4, 4.1)				STUDENTS GROWTH 08/14/25 - Some Progress 10/23/23 - Some Progress 10/23/23 - Significant Progress
7. Provide ongoing support for Professional Learning Communities on each campus by providing leadership the opportunity to attend a PLC conference, TEKSCon, JL Hinds-campus comeback turnaround framework. (Title I SW Elements: 1.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2) (Target Group: All, H, W, ECD, BI, ESL, Migrant, EB, SPED, GT) (Strategic Priorities: 1, 2, 3, 4) (ESF: 1, 2, 3, 4, 5)	Administrators, Campus Administrators, District Leadership Team	July 1 to Sept. 30 2025	(F)ESSA Title I, A Improving Basic Programs, (F)Title IIA Principal and Teacher Improvement - \$8,330, (O)Local Districts, (S)Compensatory Education	Criteria: Report Card Progress Reports Unit Test Modules Benchmarks STAAR EOC TELPAS 08/14/25 - Some Progress 10/23/23 - Some Progress 10/23/23 - Significant Progress
8. Provide support for TCMP: Math, ELA, and RLA every 6 weeks through professional development provided by the company. 3-5th grade (Title I SW Elements: 1.1, 2.2, 2.4, 2.5, 2.6, 3.1) (Target Group: All, H, ECD, BI, ESL, Migrant, SPED, GT) (Strategic Priorities: 1, 2, 3) (ESF: 1, 2, 4, 5)	Administrators, Campus Administrators, Director of Teaching & Learning	July 2024 - June 2025	(S)STATE FUNDING	Criteria: STAAR/EOC Benchmarks Unit Test MAP Checkpoints Report Cards Attendance 08/14/25 - Some Progress 10/23/23 - Significant Progress
9. Provide additional learning opportunities to grow students and close the learning gaps by focusing on RDA-TARP special pops data, and CBAs, and YAGs, target small group instruction, differentiation of instruction, targeted TEKS. (Title I SW Elements: 1.1) (Target Group: All, H, W, ECD, BI, ESL, Migrant, EB, SPED, GT)	Administrators, Assistant Principal(s), District Leadership Team	July 2024 - June 2025	(F)ESSA Title I, A Improving Basic Programs, (L)Teaching & Learning Curriculum - \$7,393, (S)Compensatory Education	Criteria: STAAR/EOC Benchmarks Unit Test MAP Checkpoints Report Cards Attendance

BROOKS COUNTY ISD

Goal 1. (Academic Goal) By 2026, the students at Brooks County ISD will meet expectations and show progress in closing the achievement gaps in ELA, Mathematics, Science, and Social Studies as measured through benchmarks, common assessments and STAAR/EOC assessments.

Objective 1. By Spring 2026, the BCISD will support campuses to implement Reading, Writing, Math, Science and Social Studies STAAR and EOC strategies to increase student performances as measured by meets grade level standard. The District will focus on all grade levels and all subject areas and will monitor student progress and passing standards for All, Gender, Hispanic, White, and Eco Disadvantaged, Homeless, At-Risk, Sp. Ed., Migrant, EL and Gifted and Talented.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(ESF: 1,2,3,4)				08/14/25 - On Track 10/23/23 - On Track 10/23/23 - Significant Progress
10. Provide support with walk-throughs, JL Hinds to provide additional instructional design support. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6,3.1,3.2) (Target Group: All,H,W,ECD,BI,ESL,Migrant,EB,SPED,GT) (Strategic Priorities: 1,2,3,4) (ESF: 1,2,3,4)	Administrators, Assistant Principal(s), District Leadership Team	July 2025 - June 2026	(L)Local Funds199-13-6xxx-00-910-51100H - \$100	Criteria: STAAR/EOC Benchmarks Unit Test MAP Checkpoints Report Cards Attendance 08/14/25 - Some Progress 10/23/23 - Some Progress 10/23/23 - Significant Progress
11. Provide additional resources and support in reading through grant manager. (Title I SW Elements: 1.1,2.3,2.4,2.5,2.6) (Target Group: All,H,ECD,BI,ESL,Migrant,EB,SPED,GT) (Strategic Priorities: 4) (ESF: 1,2,3)	Administrators, District Leadership Team	July 2025 - June 2026	(F)LASO Blended Learning - \$21,960, (O)Local Districts	Criteria: STAAR/EOC Benchmarks Unit Test MAP Checkpoints Report Cards Attendance 08/14/25 - Some Progress 10/23/23 - Some Progress 10/23/23 - Significant Progress
12. Provide a literacy coach to support teachers and work with small at risk groups of students. (Title I SW Elements: 1.1,2.2,2.3,2.4,2.5,2.6,3.1,3.2) (Target Group: All) (Strategic Priorities: 2,3,4) (ESF: 1,2,3,4,5)	Administrators, Assistant Principal(s), District Leadership Team	July 2025 - June 2026	(F)Title V, B, SP2,Rural & Low Income - \$39,498	Criteria: STAAR/EOC Benchmarks Unit Test MAP Checkpoints Report Cards Attendance 08/14/25 - Some Progress 10/23/23 - Some Progress

BROOKS COUNTY ISD

Goal 1. (Academic Goal) By 2026, the students at Brooks County ISD will meet expectations and show progress in closing the achievement gaps in ELA, Mathematics, Science, and Social Studies as measured through benchmarks, common assessments and STAAR/EOC assessments.

Objective 1. By Spring 2026, the BCISD will support campuses to implement Reading, Writing, Math, Science and Social Studies STAAR and EOC strategies to increase student performances as measured by meets grade level standard. The District will focus on all grade levels and all subject areas and will monitor student progress and passing standards for All, Gender, Hispanic, White, and Eco Disadvantaged, Homeless, At-Risk, Sp. Ed., Migrant, EL and Gifted and Talented.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>13. Provide blended learning Instructional Materials that provide opportunities, comprehensive and adaptive educational experience that cater to student's unique needs and meets students exactly where they are in their learning journey. i-Ready, CONTRACTED SERVICES 22,000.00 (Title I SW Elements: 2.4) (Target Group: All,ECD,AtRisk) (Strategic Priorities: 2) (ESF: 4,4.1,5,5.1)</p>	<p>Administrators, Director of Teaching & Learning, Federal Programs Coordinator</p>	<p>July 2025 - June 2026</p>	<p>(F)LASO Blended Learning - \$22,000</p>	<p>10/23/23 - Significant Progress</p> <p>Criteria: Through effective school framework evaluation by building effective classroom routines.</p> <p>STAAR/EOC/STAAR ALT./TELPAS MAP Benchmarks Unit Test Common Assessments</p> <p>08/14/25 - Some Progress 10/23/23 - Some Progress 10/23/23 - Significant Progress</p>
<p>14. Title I, Part A Coordinator will support homeless & foster students by providing services to assist homeless students in meeting the State's challenging academic standards, Title I, Part A funds may be used to provide services to homeless children and youths, including those in Title I schools, that may not ordinarily be provided to other Title I students. (ESEA section 1113(c)(3)(C)(ii)). (Title I SW Elements: 1.1,2.1,2.2,2.6,3.1) (Target Group: ECD,AtRisk,HS) (Strategic Priorities: 2,3) (ESF: 3)</p>	<p>Director Special Programs, Federal Programs Coordinator</p>	<p>JULY 1- SEPT 30</p>	<p>(F)ESSA Title I, A Improving Basic Programs - \$7,000</p>	<p>Criteria: DIP/CIP SCE EVALUATION Those students identified homeless academic progress Reports Individualized Homeless Student Plans Documentation of coordination inside and outside the LEA to provide identified services</p> <p>08/13/25 - Some Progress</p>
<p>15. Support homeless & foster students by providing services to assist students in meeting the State's challenging academic standards. The district will supplement students learning during the Summer by providing parent and student inst. materials backpacks.</p>	<p>Federal Programs Coordinator</p>	<p>June-Aug 26</p>	<p>(F)ESSA Title I, A Improving Basic Programs - \$1,249.75</p>	<p>Criteria: survey student and familie who received the materials</p> <p>08/13/25 - Pending</p>

BROOKS COUNTY ISD

- Goal 1.** (Academic Goal) By 2026, the students at Brooks County ISD will meet expectations and show progress in closing the achievement gaps in ELA, Mathematics, Science, and Social Studies as measured through benchmarks, common assessments and STAAR/EOC assessments.
- Objective 1.** By Spring 2026, the BCISD will support campuses to implement Reading, Writing, Math, Science and Social Studies STAAR and EOC strategies to increase student performances as measured by meets grade level standard. The District will focus on all grade levels and all subject areas and will monitor student progress and passing standards for All, Gender, Hispanic, White, and Eco Disadvantaged, Homeless, At-Risk, Sp. Ed., Migrant, EL and Gifted and Talented.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Title I, Part A funds may be used to provide services to homeless children and youths, including those in Title I schools, that may not ordinarily be provided to other Title I students. (ESEA section 1113(c)(3)(C)(ii)). (Title I SW Elements: 1.1,2.6,3.1) (Target Group: AtRisk,FC,HS) (Strategic Priorities: 2,4) (ESF: 3.3)				

BROOKS COUNTY ISD

Goal 1. (Academic Goal) By 2026, the students at Brooks County ISD will meet expectations and show progress in closing the achievement gaps in ELA, Mathematics, Science, and Social Studies as measured through benchmarks, common assessments and STAAR/EOC assessments.

Objective 2. By Spring 2026, the BCISD will support campuses to implement EL strategies to increase student performance as measured by the meets grade level standard.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. The district will monitor campuses through classroom visits, monthly audits, and program reports to ensure opportunities are provided for our Bilingual/ESL students through high yield strategies, differentiated instruction, and closely monitoring their engagement within a lesson cycle observed. (Title I SW Elements: 2.1,2.2,2.4,2.5) (Target Group: BI,ESL) (ESF: 1,2,3,4,5)</p>	<p>Campus Administrators, District Leadership Team</p>	<p>July 2025 - June 2026</p>	<p>(F)Title III, SSA (ESC) - \$746</p>	<p>Criteria: STAAR/STAAR Alt./TELPAS/MAP Unit Test Common Assessments Checkpoints</p> <p>08/14/25 - On Track 01/31/23 - On Track</p>
<p>2. Campus administrators will be trained in EL academies to gain insight of the implementation of sheltered instruction and SIOP strategies throughout a lesson. (Title I SW Elements: 1.1,2.6) (Target Group: ESL) (Strategic Priorities: 2,4) (ESF: 1,3,4,5)</p>	<p>Administrators, Campus Administrators, District Leadership Team</p>	<p>July 2025- June 2026</p>	<p>(F)Title III, SSA (ESC)</p>	<p>Criteria: TELPAS/STAAR/EOC</p> <p>08/14/25 - Some Progress 10/23/23 - Some Progress 10/23/23 - Significant Progress 01/31/23 - Pending</p>
<p>3. LPAC non-passers will be closely monitored through meetings that will take place every six weeks on an as needed based on progress reports and six weeks grades to ensure students are on track to moving to next grade level or graduation. (Title I SW Elements: 1.1,2.1,2.3,2.4,2.5,2.6) (Target Group: ESL) (Strategic Priorities: 2) (ESF: 1,2,3,4,5)</p>	<p>Administrators, Campus Administrators, Counselor(s), District Leadership Team</p>	<p>July 2025- June 2026</p>	<p>(F)Title III, SSA (ESC)</p>	<p>Criteria: Progress Reports Report Cards</p> <p>08/14/25 - On Track 01/31/23 - On Track</p>

BROOKS COUNTY ISD

Goal 1. (Academic Goal) By 2026, the students at Brooks County ISD will meet expectations and show progress in closing the achievement gaps in ELA, Mathematics, Science, and Social Studies as measured through benchmarks, common assessments and STAAR/EOC assessments.

Objective 3. By Spring 2026, the BCISD will assist campuses to implement SPED STAAR and EOC supports to increase student performance as measured by the meets grade level standard.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Contact the regional service center and alternative programs regarding the need for highly qualified instructors in the special education areas. This includes the need for core content areas as well as bilingual certification. (Title I SW Elements: 1.1,2.6) (Target Group: SPED) (Strategic Priorities: 1) (ESF: 2,2.1)	Administrators, Principal, Special Education Director	July 2025 - June 2026	(F)Title IIA Principal and Teacher Improvement - \$29,547	Criteria: Highly Qualified Sp. Ed staff recruitment. Teacher completion of educator preparation program. 08/14/25 - On Track 01/31/23 - On Track
2. Monitor the percent of Special Education students placed in ISS/DAEP/OSS/JJAEP on a monthly basis. (Title I SW Elements: 1.1,2.6) (Target Group: SPED) (Strategic Priorities: 2)	Campus Administrators, Principal, Special Ed Teachers, Special Education Director	July 2025 - June 2026	(L)Special Ed Local - \$100	Criteria: ISS/DAEP/OSS JJAEP monthly Rosters and disciplinary reports 08/14/25 - On Track 01/31/23 - On Track
3. Ensure each campus crisis team is trained on CPI (Crisis Prevention Intervention) restraint training relative to all students. (Title I SW Elements: 2.1,2.2,2.5,2.6) (Target Group: All,SPED) (Strategic Priorities: 1,4) (ESF: 1,2,3,4,5)	Administrators, Special Education Director	July 2025 - June 2026	(L)Special Ed Local - \$4,000	Criteria: Training sign in sheets Special education staff CPI completion percentage over 75% 08/14/25 - On Track 01/31/23 - On Track
4. Provide staff development opportunities for campus administrators, teachers and paraprofessionals to ensure implementation of differentiated lessons for instruction of students with special needs. (Title I SW Elements: 2.5,2.6) (Target Group: SPED)	Campus Administrators, ESC1 Consultants, Special Education Director	July 2025 - June 2026	(F)Title IIA Principal and Teacher Improvement, (L)Special Ed Local - \$10,000	Criteria: Staff development Trainings offered Sign in sheets Follow up for fidelity of implementation of the professional development program. 08/14/25 - On Track 01/31/23 - On Track
5. Provide career and technology education opportunities to Special Education students through partnerships with public post-secondary institutions (Texas workforce Solutions) and/or trade or technical schools. (Title I SW Elements: 2.5,2.6) (Target Group: SPED) (Strategic Priorities: 3)	Campus Administrators, Counselor(s), CTE Director, Principal	July 2025 - June 2026	(L)Special Ed Local - \$2,000	Criteria: Partnership commitments Student participation percentage above 50% 08/14/25 - On Track 01/31/23 - On Track

BROOKS COUNTY ISD

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Objective 3. By Spring 2026, the BCISD will assist campuses to implement SPED STAAR and EOC supports to increase student performance as measured by the meets grade level standard.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. Use DMAC and OnData Suite to assist with the data driven instructional decisions for a Schoolwide District, All students / Special Population students to determine appropriate IEP and services / for those students. (Title I SW Elements: 1.1,2.1,2.6) (Target Group: ECD,ESL,Migrant,EB,SPED,AtRisk,FC) (Strategic Priorities: 2,4) (ESF: 2,3,4,5)	Administrators, Director of Teaching & Learning, Special Ed Teachers, Special Education Director, Teacher(s)	July 2025 - June 2026	(F)ESSA Title I, A Improving Basic Programs - \$6,475	Criteria: DMAC and OnData Suite reports Student STAAR/EOC/STAAR ALT./TELPAS MAP Benchmarks Unit Test Common Assessments Quartile report for student groups 08/14/25 - On Track 01/31/23 - On Track
7. The Special Education department will increase awareness in the areas of Child Find, Referral Process and Identification of student with disabilities to families and the community members providing trainings and additional resources. (Title I SW Elements: 2.1,3.1) (Target Group: SPED) (Strategic Priorities: 4)	Special Education Director	July 2025 - June 2026	(L)Special Ed Local - \$107,900	Criteria: Training Sign in sheets Informational Flyers 08/14/25 - On Track 01/31/23 - On Track
8. Through the MTSS/RTI and/or 504 committee, the district will notify parents or guardians of any recommendation to assess their students for dyslexia and/or special education services. Parents will be informed of their rights and parental permission will be obtained before any assessment will be administered. (Title I SW Elements: 2.1,2.2,2.4,2.5,2.6) (Target Group: SPED) (Strategic Priorities: 2) (ESF: 1,2,3,4,5)	Campus Administrators, Special Education Director	July 2025 - June 2026	(L)Special Ed Local - \$10, (S)Compensatory Education, (S)Dyslexia - \$9,742	Criteria: referral documentation STAAR/EOC/STAAR ALT./TELPAS MAP Benchmarks Unit Test Common Assessments Tier 1 curriculum implementation with fidelity 08/14/25 - On Track 01/31/23 - On Track
9. All district campuses will implement Frontline program to ensure compliance with state regulations regarding the identification and implementation of MTSS/504, dyslexia and Special Education Programs. (Title I SW Elements: 2.6) (Target Group: SPED)	Special Education Director	July 2025- June 2026	(L)Special Ed Local - \$4,000	Criteria: Frontline Succeeded reports of referrals and TEA submissions for audit purposes. 08/14/25 - On Track 01/31/23 - On Track

BROOKS COUNTY ISD

Goal 1. (Academic Goal) By 2026, the students at Brooks County ISD will meet expectations and show progress in closing the achievement gaps in ELA, Mathematics, Science, and Social Studies as measured through benchmarks, common assessments and STAAR/EOC assessments.

Objective 3. By Spring 2026, the BCISD will assist campuses to implement SPED STAAR and EOC supports to increase student performance as measured by the meets grade level standard.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(Strategic Priorities: 2,4)				
10. Continue to implement policies and procedures for the Special Education department to ensure uniformity of practices and including assessment procedures for evaluation. (Title I SW Elements: 2.2) (Target Group: SPED) (Strategic Priorities: 2,4)	Administrators, Special Education Director, Superintendent(s)	July 2025 - June 2026	(F)IDEA-B Formula - \$78,923	Criteria: Copies of policies and procedures as indicated through district operating procedures for special education. 08/14/25 - On Track 01/31/23 - On Track
11. Develop and monitor procedures for the Special Programs (ATRISK, dropouts, Homeless, MTSS/504, Dyslexia and Special Education) to ensure compliance with state and federal guidelines. (Title I SW Elements: 1.1) (Target Group: ECD,ESL,Migrant,SPED,AtRisk,HS,504) (Strategic Priorities: 2,4)	Administrators, Federal Programs Coordinator, Special Education Director, Superintendent(s)	July 2025 - June 2026	(F)ESSA Title I, A Improving Basic Programs - \$36,459, (S)Compensatory Education - \$11,995	Criteria: Board Policy and district operating procedures compliance. If in noncompliance, the district will seek to remedy as soon as possible. 08/14/25 - On Track 01/31/23 - On Track
12. Conduct classroom walk throughs to monitor, document and ensure inclusion support services, instructional accommodations and differentiated instruction being implemented in the classrooms to meet IEP requirements for each student. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: SPED) (Strategic Priorities: 2,4)	Campus Administrators, Consultant(s), Curriculum Director, Principal	July 2025 - June 2026	(O)Local Districts, (S)IDEA-B Preschool - \$8,400	Criteria: Classroom walk-through documentation Lesson Plans STAAR/EOC/STAAR ALT./TELPAS MAP Benchmarks Unit Test Common Assessments 08/14/25 - On Track 01/31/23 - On Track
13. The district will implement the Max Scholar (curriculum) and Mind Play (Supplemental) programs to address dyslexia, and any student determined to have dyslexia or a related disorder shall be provided with reading support. (Title I SW Elements: 2.5) (Target Group: SPED) (Strategic Priorities: 2)	Campus Administrators, Special Education Director, Teacher(s)	July 2025 - June 2026	(F)IDEA-B Formula - \$78,923	Criteria: Lesson Plans Online program reports 08/14/25 - On Track 01/31/23 - On Track
14. Early Childhood Special Education and	Principal, Special Ed Teachers,	July 2025 - June	(F)IDEA-B Formula - \$78,923	Criteria: Achievement data

BROOKS COUNTY ISD

Goal 1. (Academic Goal) By 2026, the students at Brooks County ISD will meet expectations and show progress in closing the achievement gaps in ELA, Mathematics, Science, and Social Studies as measured through benchmarks, common assessments and STAAR/EOC assessments.

Objective 3. By Spring 2026, the BCISD will assist campuses to implement SPED STAAR and EOC supports to increase student performance as measured by the meets grade level standard.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Life Skills classroom special education teachers will continue to implement Unique learning system to increase student performance. (Title I SW Elements: 2.5,2.6) (Target Group: SPED) (Strategic Priorities: 2)	Special Education Director	2026		Unique Reports 08/14/25 - On Track 01/31/23 - On Track
15. The district will provide Resource/Inclusion teachers with access to general education grade level content lesson plans and instructional materials such as core textbooks in preparation for classroom instruction. (Title I SW Elements: 2.5,2.6) (Target Group: SPED) (Strategic Priorities: 2)	Principal, Special Ed Teachers, Special Education Director, Teacher(s)	July 2025 - June 2026	(F)IDEA-B Formula - \$78,925	Criteria: Lesson Plans Instructional Materials STAAR/EOC/STAAR ALT./TELPAS MAP Benchmarks Unit Test Common Assessments 08/14/25 - On Track 01/31/23 - On Track
16. Job-embedded support focused on coaching the instructional leader in their development around the observation/feedback cycle: The job-embedded support could include root cause analysis, co-observation, modeling best practices, and ongoing feedback on campus leader implementation. In addition, job-embedded support should also take into consideration campus leadership workload and priorities, supporting campus leaders in organizing time and resources to maximize the time spent actively coaching and supporting teachers. Support could be offered by a principal supervisor, professional development department, and/or a district level instructional coaching task force. (Title I SW Elements: 1.1,2.4) (Target Group: All) (Strategic Priorities: 1) (ESF: 1,1.1,2,2.1)	Administrators, Assistant Principal(s), Curriculum Director, Superintendent(s)	July 2025 - June 2026	(F)ESSA Title I, A Improving Basic Programs, (O)Local Districts, (S)Compensatory Education	Criteria: Through effective schools framework of strategic staffing and proper utilization of funds. also for data purposes: STAAR/EOC/STAAR ALT./TELPAS MAP Benchmarks Unit Test Common Assessments 08/14/25 - Some Progress 10/23/23 - Some Progress 10/23/23 - Significant Progress

BROOKS COUNTY ISD

- Goal 1.** (Academic Goal) By 2026, the students at Brooks County ISD will meet expectations and show progress in closing the achievement gaps in ELA, Mathematics, Science, and Social Studies as measured through benchmarks, common assessments and STAAR/EOC assessments.
- Objective 4.** By Spring 2026, the BCISD will support campuses to implement specific GT, STAAR, and EOC strategies to increase student performance as measured by the master's grade-level standard.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Gifted and Talented students will learn the independent investigation method and complete a project as outlines in the Texas Performance standards Project (TPSP) in GT camps. (Title I SW Elements: 1.1,2.5) (Target Group: GT) (Strategic Priorities: 2)	GT Teachers, Principal	July 2025 - June 2026	(S)G/T Ed Block Grant	Criteria: Lesson Plans Sign in Sheets Completed Projects STAAR/EOC/STAAR ALT./TELPAS MAP Benchmarks Unit Test Common Assessments 08/14/25 - Pending 10/23/23 - On Track 10/23/23 - Significant Progress 01/31/23 - Pending 01/31/23 - Some Progress
2. gifted and talented students will be provided an opportunity to showcase their TPSP projects to parents and community members. (Title I SW Elements: 1.1,2.1) (Target Group: GT) (Strategic Priorities: 2,3)	GT Teachers, Principal	July 2025 - June 2026	(S)G/T Ed Block Grant - \$2,900	Criteria: Event flyer Sign in sheets STAAR/EOC/STAAR ALT./TELPAS MAP Benchmarks Unit Test Common Assessments Project completion 08/14/25 - On Track 10/23/23 - On Track 10/23/23 - Significant Progress
3. New staff members who are serving the G/T population will be provided 30 hours of G/T staff development as well as the six-hour update for administrators, counselors, and campus leaders, which is required yearly. (Title I SW Elements: 1.1) (Target Group: GT) (Strategic Priorities: 1,3) (ESF: 2)	Principal, Special Programs Coordinator, Teacher(s)	July 2025- June 2026	(S)G/T Ed Block Grant	Criteria: Training Certificates Notice of completion as well as documentation on differentiated instruction for students with gifts. 08/14/25 - Some Progress 10/23/23 - On Track 10/23/23 - Significant Progress
4. The district will monitor all identified gifted	Administrators, GT Teachers,	July 2025 - June	(S)G/T Ed Block Grant	Criteria: STAAR Results

BROOKS COUNTY ISD

Goal 1. (Academic Goal) By 2026, the students at Brooks County ISD will meet expectations and show progress in closing the achievement gaps in ELA, Mathematics, Science, and Social Studies as measured through benchmarks, common assessments and STAAR/EOC assessments.

Objective 4. By Spring 2026, the BCISD will support campuses to implement specific GT, STAAR, and EOC strategies to increase student performance as measured by the master's grade-level standard.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
and talented students in grades 3 through 11 to determine mastery-level performance per subject tested. (Title I SW Elements: 1.1) (Target Group: GT) (Strategic Priorities: 2)	Principal	2026		achievement data STAAR/EOC/STAAR ALT./TELPAS MAP Benchmarks Unit Test Common Assessments 08/14/25 - Pending 02/01/23 - On Track

BROOKS COUNTY ISD

Goal 1. (Academic Goal) By 2026, the students at Brooks County ISD will meet expectations and show progress in closing the achievement gaps in ELA, Mathematics, Science, and Social Studies as measured through benchmarks, common assessments and STAAR/EOC assessments.

Objective 5. By Spring 2026, the BCISD will support campuses to implement high yield instructional strategies for Migrant Students on STAAR and EOC in order to increase student performance as measured by the meets grade-level standard.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. The Federal Programs Coordinator will work with ESC 2 Title III A SSA, as well as ESC 2 Title I, Part C SSA to track the academic progress of migrant students by collaborating with the testing director, DOI to monitor benchmarks and STAAR assessments for Migratory students. Information will be shared with principals concerning the migrant population. (Title I SW Elements: 1.1) (Target Group: Migrant) (Strategic Priorities: 2)</p>	<p>Campus Administrators, Federal Programs Coordinator</p>	<p>July 2025- June 2026</p>	<p>(F)Title III, SSA (ESC), (S)Bilingual / ESL</p>	<p>Criteria: Achievement Data STAAR/EOC/STAAR ALT./TELPAS MAP Benchmarks Unit Test Common Assessments</p> <p>08/14/25 - On Track 01/31/23 - On Track</p>
<p>2. Migratory students will be provided an opportunity to repair/recover their core subject credits and improve attendance by attending Migrant Saturday Academies (Title I SW Elements: 1.1,2.4,2.5) (Target Group: Migrant) (Strategic Priorities: 2)</p>	<p>Campus Administrators, District Leadership Team, Migrant Coordinator, Principal, Teacher(s)</p>	<p>July 2025 - June 2026</p>	<p>(F)ESSA Title I, A Improving Basic Programs</p>	<p>Criteria: Migrant Saturday Academies Sign in Sheets STAAR/EOC/STAAR ALT./TELPAS MAP Benchmarks Unit Test Common Assessments</p> <p>08/14/25 - On Track 10/23/23 - On Track</p>
<p>3. The District will work with ESC 2 Title III A SSA Migrant Dept. to assist with monitoring the plan of action for the identification and recruitment of migrant families. (Title I SW Elements: 1.1,2.6) (Target Group: Migrant) (Strategic Priorities: 2,4) (ESF: 2,4,5)</p>	<p>Director Special Programs, Principal</p>	<p>July 2025 - June 2026</p>	<p>(S)Bilingual / ESL</p>	<p>Criteria: Migrant Plan of Action STAAR/EOC/STAAR ALT./TELPAS MAP Benchmarks Unit Test Common Assessments</p> <p>08/14/25 - On Track 01/31/23 - On Track</p>
<p>4. The SCE program provides supplemental instruction, such as intensive, accelerated, or compensatory instruction. Credit recovery is a term used to describe programs that give high school students who have failed a class the opportunity to redo coursework or retake a</p>	<p>Administrators, Federal Programs Coordinator</p>	<p>JULY-JUNE 2025</p>	<p>(F)Title V, B, SP2,Rural & Low Income - \$4,230, (L)Local Funds199-13-6xxx-00-910-51100H - \$6,020, (S)Compensatory ED. Accelerated Inst/ Learning</p>	<p>Criteria: Evaluation data, SWISS progress report of students who have completed and obtained credit.</p> <p>08/13/25 - Pending</p>

BROOKS COUNTY ISD

Goal 1. (Academic Goal) By 2026, the students at Brooks County ISD will meet expectations and show progress in closing the achievement gaps in ELA, Mathematics, Science, and Social Studies as measured through benchmarks, common assessments and STAAR/EOC assessments.

Objective 5. By Spring 2026, the BCISD will support campuses to implement high yield instructional strategies for Migrant Students on STAAR and EOC in order to increase student performance as measured by the meets grade-level standard.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
course. SWIS LAB IMAGINE LEARNING EDGENUITY SOFTWARE (Title I SW Elements: 1.1,2.6) (Target Group: AtRisk) (Strategic Priorities: 2,3)			Center - \$2,300	

BROOKS COUNTY ISD

Goal 1. (Academic Goal) By 2026, the students at Brooks County ISD will meet expectations and show progress in closing the achievement gaps in ELA, Mathematics, Science, and Social Studies as measured through benchmarks, common assessments and STAAR/EOC assessments.

Objective 6. The LEA will support those students at risk of dropping out by coordinating and monitoring those students attendance, disciplinary referrals, grades, and SEL needs to increase graduation rates.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The LEA will develop a Dropout Prevention Plan. (Title I SW Elements: 1.1,2.1,2.2,2.6) (Target Group: AtRisk) (Strategic Priorities: 2,3,4) (ESF: 1,1.2,3,3.3)	Behavioral Interventionist, Campus Administrators, Counselor(s), Director Special Programs, Federal Programs Coordinator, Truancy Officer	july-sept	(S)Compensatory Education	Criteria: Dropout Prevention Plan 08/13/25 - Some Progress
2. The LEA will ensure that students at risk of failing or dropping out have access to dual credit courses and credit recovery. (Title I SW Elements: 1.1,2.2,2.6) (Target Group: AtRisk) (Strategic Priorities: 2,3,4)	Behavioral Interventionist, Campus Administrators, Counselor(s), Credit Recovery Teacher, CTE Director, Director Special Programs	july-sept	(S)Compensatory ED. Accelerated Inst/ Learning Center, (S)Compensatory Education	Criteria: attendance reports, At Risk students progress reports: increase attendance, and completion rates 08/13/25 - Some Progress
3. The LEA will collaborate with LPC School Counselor, to ensure that students identified at risk /dropping out have IBP, and that they are being serviced. (Title I SW Elements: 1.1,2.6) (Target Group: AtRisk) (Strategic Priorities: 2,3,4)	Behavioral Interventionist, Campus Administrators, Counselor(s), Federal Programs Coordinator	july -sept	(F)Title IV, Part A	Criteria: LPC evaluation of student with IBP progress as well as coordination 08/13/25 - Some Progress
4. MOU with CIS to assist the Junior High with students who have a high absentee rate, history of delinquent conduct, or or who have a need for social services. Secondary-Junior High Campus \$32,500 (Title I SW Elements: 1.1,2.2,2.6) (Target Group: ECD,Migrant,EB,AtRisk,FC,HS) (Strategic Priorities: 3,4) (ESF: 3,3.4)	Campus Administrators, Consultant(s), Director Special Programs	July1-Sept. 30	(F)ESSA Title I, A Improving Basic Programs, (S)Compensatory Education	Criteria: At-Risk Personnel and CIS Professionals will provide a summary of findings and share strategies to help keep students engaged in school. The focus will be on ensuring that all at-risk students are properly identified, advised, and referred to the appropriate services offered by the district and community partners.

BROOKS COUNTY ISD

Goal 2. (College and Career Goal) BCISD will implement a college dual credit and career readiness program that will prepare students to succeed in college and/or other post-secondary educational opportunities as well as preparing students for career readiness through career and technical courses and certifications.

Objective 1. The District will provide college and university information to students, staff, and parents.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. The District will ensure that Falfurrias High School schedules year round TSIA2 testing dates as the High School is now a TSIA2 testing area. HB 3 College preparation assessment (Title I SW Elements: 1.1,2.2,2.3,2.4,2.5) (Target Group: All,CTE,9th,10th,11th,12th) (Strategic Priorities: 3) (ESF: 3,5)</p>	<p>Counselor(s), Curriculum Director, Federal Programs Coordinator, Principal</p>	<p>July 2025 - June 2026</p>	<p>(F)ESSA Title I, A Improving Basic Programs - \$1,458.31, (S)STATE FUNDING</p>	<p>Criteria: Testing Calendar TSAI completion and passing rate 08/14/25 - Pending 02/01/23 - On Track</p>
<p>2. The district will ensure Falfurrias High School will provide information about available scholarships to the senior students and their parents through flyers, announcements, parent phone calls, senior parent meetings, mass text messages to parents, and on-line social media. (Title I SW Elements: 2.6,3.1) (Target Group: All) (Strategic Priorities: 3) (ESF: 1,2,3)</p>	<p>Counselor(s), Principal</p>	<p>July 2025 - June 2026</p>	<p>(L)Local Funds199-13-6xxx-00-910-51100H</p>	<p>Criteria: Number of students receiving scholarships Centralized location for students to view scholarship opportunities. number of scholarships filled. 08/14/25 - On Track 10/23/23 - On Track 10/23/23 - Significant Progress</p>
<p>3. The District will help Falfurrias High School to increase percent of graduating seniors taking the ACT and SAT as measured by the TAPR report Publicity will be done through the following activities: announcements, posters, news articles, counselor group sessions, assemblies, parent session during parent conference, and the district website. (Title I SW Elements: 2.1,2.2) (Target Group: All) (Strategic Priorities: 3) (ESF: 3,4)</p>	<p>Campus Administrators, Counselor(s), Principal, Teacher(s)</p>	<p>July 2025 - June 2026</p>	<p>(L)Local Funds199-13-6xxx-00-910-51100H - \$100</p>	<p>Criteria: Number of students taking the ACT and SAT percentage increase from previous year. 08/14/25 - Some Progress 02/01/23 - On Track</p>
<p>4. Falfurrias High School and Falfurrias Jr. High will provide information to students and parents on the availability of earning college credit while enrolled at the high school, this information will be provided through website, social media, counselors, Freshman Orientation Camp, etc. (Title I SW Elements: 2.1,2.3,2.4) (Target Group: All) (Strategic Priorities: 3) (ESF: 1,2,3)</p>	<p>Campus Administrators, Counselor(s), Principal</p>	<p>July 2025 - June 2026</p>	<p>(F)ESSA Title I, A Improving Basic Programs - \$100, (L)Local Funds199-13-6xxx-00-910-51100H - \$1,000</p>	<p>Criteria: Number of students enrolled in dual credit courses/college courses increase from previous year. 08/14/25 - On Track 02/01/23 - On Track</p>

BROOKS COUNTY ISD

Goal 2. (College and Career Goal) BCISD will implement a college dual credit and career readiness program that will prepare students to succeed in college and/or other post-secondary educational opportunities as well as preparing students for career readiness through career and technical courses and certifications.

Objective 1. The District will provide college and university information to students, staff, and parents.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. Falfurrias High School will provide information about higher education to the student and the student's parent or guardian according to Section 33.007 of TEC (ie. College transitions and transcripts, college readiness). (Title I SW Elements: 2.4,3.1) (Target Group: All) (Strategic Priorities: 1,3) (ESF: 1,2)	Counselor(s), Principal	July 2025 - June 2026	(L)Teaching & Learning Curriculum - \$100	Criteria: Informational Flyers, college pamphlets, etc. will be offered and available to all students to increase exposure to the admissions and application process. 08/14/25 - Some Progress 10/23/23 - Some Progress
6. The PSAT/PLAN will be made available to all 9th and 10th grade students. (Title I SW Elements: 2.1,2.4,2.5) (Target Group: 9th,10th) (Strategic Priorities: 3) (ESF: 1,2,3)	Campus Administrators, Counselor(s), Principal	July 2025 - June 2026	(L)Instruction	Criteria: PSAT and PLAN info and increase in student participation from the previous year. 08/14/25 - On Track 02/01/23 - On Track
7. Falfurrias High School will offer a course in Financial Literacy and College Readiness for junior and senior students. (Title I SW Elements: 1.1,2.1,2.4) (Target Group: 11th,12th) (Strategic Priorities: 3)	Campus Administrators, Counselor(s), Federal Programs Coordinator, Principal, Teacher(s)	July 2025 - June 2026	(F)ESSA Title I, A Improving Basic Programs - \$1,000	Criteria: Course offerings Number of students enrolled in course Student successfully completing the course above 80% 08/14/25 - On Track 02/01/23 - On Track
8. Strengthen partnerships and bring a stronger presence of the college and career programs offered at Falfurrias through the Gear-up program. (Title I SW Elements: 2.2,2.4,2.5) (Target Group: All,H,W,AA,ECD,BI,ESL,Migrant,EB,SPED,GT ,AtRisk) (Strategic Priorities: 1,3) (ESF: 1,2,3,4,5)	Administrators, Campus Administrators, Counselor(s), Department Heads, District Leadership Team	July 2025 - June 2026	(S)Gear Up-SSA/ESC1-Federal	Criteria: TSI scores increase from the previous year. Increase in Certifications gained Increase in Acceptance to College 08/14/25 - On Track 10/23/23 - On Track 10/23/23 - Significant Progress
9. The LEA will use SCE to support supplemental Guidance counselors and social workers providing supplemental services TEC, SEC. 33.003(b)(1)(A)beyond those preformed	Behavioral Interventionist, Campus Administrators, Counselor(s), Director of Teaching & Learning	JULY-JUNE	(S)Compensatory Education	Criteria: The LEA will receive a report every six weeks from counselors who are providing SCE servies for students

BROOKS COUNTY ISD

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Objective 1. The District will provide college and university information to students, staff, and parents.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
by the regular position, specific to the SCE Student. Programs to build skills related to managing emotions, establishing, and maintaining positive relationships and making responsible decisions. (Title I SW Elements: 1.1,2.2,2.6) (Target Group: AtRisk) (Strategic Priorities: 4) (ESF: 3,3.2,3.3)				improvement in the classroom. 08/14/25 - Pending 10/21/24 - Pending

BROOKS COUNTY ISD

Goal 2. (College and Career Goal) BCISD will implement a college dual credit and career readiness program that will prepare students to succeed in college and/or other post-secondary educational opportunities as well as preparing students for career readiness through career and technical courses and certifications.

Objective 2. The District will ensure rigorous instructional strategies are implemented for post-secondary success for college and career readiness.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. The district will ensure that Falfurrias High School will provide academies/classes to help prepare students for the ACT/SAT and college readiness projects to help improve students' performance to match state and national scores. (Title I SW Elements: 2.1,2.2,2.3) (Target Group: All,AtRisk) (Strategic Priorities: 2,3) (ESF: 1,2,3)</p>	<p>Campus Administrators, Counselor(s), Principal, Teacher(s)</p>	<p>July 2025 - June 2026</p>	<p>(S)STATE FUNDING</p>	<p>Criteria: Number of students taking ACT/SAT increased from previous year Scores of students taking ACT/SAT increased from the previous year.</p> <p>08/14/25 - On Track 02/01/23 - On Track</p>
<p>2. The district will support Falfurrias High School and will offer and encourage dual enrollment classes taught by Del Mar College, TAMUK, and Coastal Bend College adjunct professors. (Title I SW Elements: 2.2,2.4,2.6) (Target Group: ECD,AtRisk,9th,10th,11th,12th) (Strategic Priorities: 3) (ESF: 1,2)</p>	<p>Campus Administrators, Counselor(s), Director Special Programs, Principal, Teacher(s), Truancy Officer</p>	<p>July 2025 - June 2026</p>	<p>(F)ESSA Title I, A Improving Basic Programs - \$4,000, (S)Dual Credit CTE Equipment Grant</p>	<p>Criteria: Number of students enrolled in Dual Credit courses and successfully complete coursework will increase from the previous year.</p> <p>08/14/25 - On Track 02/01/23 - On Track</p>
<p>3. The district will ensure TEKS are related to personal financial literacy are to be embedded in mathematics instruction at all campuses K-8. (Title I SW Elements: 2.1,2.2) (Target Group: All) (Strategic Priorities: 3) (ESF: 1,2,3)</p>	<p>Campus Administrators, Principal, Teacher(s)</p>	<p>July 2025 - June 2026</p>	<p>(L)Local Funds199-13-6xxx-00-910-51100H</p>	<p>Criteria: Lesson plans with effective documentation of financial literacy component.</p> <p>08/14/25 - On Track 02/01/23 - On Track</p>
<p>4. Increase high school educators credentialed to teach dual credit courses – Support provides technical assistance- (Title I SW Elements: 2.2) (Target Group: All,H,W,AA,ECD,BI,ESL,Migrant,EB,SPED,GT ,AtRisk) (Strategic Priorities: 2) (ESF: 2,2.1)</p>	<p>Director of Teaching & Learning, Federal Programs Coordinator, Special Programs Coordinator</p>	<p>July 2025 - June 2026</p>	<p>(F)Title IIA Principal and Teacher Improvement</p>	<p>Criteria: STAAR/EOC/STAAR ALT./TELPAS MAP Benchmarks Unit Test Common Assessments</p> <p>08/14/25 - Some Progress 10/23/23 - Some Progress</p>

BROOKS COUNTY ISD

Goal 2. (College and Career Goal) BCISD will implement a college dual credit and career readiness program that will prepare students to succeed in college and/or other post-secondary educational opportunities as well as preparing students for career readiness through career and technical courses and certifications.

Objective 3. The District will ensure events are scheduled that promote awareness for post-secondary opportunities for students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. The District will support Falfurrias High School and will provide college nights for parents and students to inform them about graduation plans, financial information, college applications, scholarships, and access to college representatives' presentations. (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 3) (ESF: 1,2,3)</p>	<p>Campus Administrators, Counselor(s), Principal, Teacher(s)</p>	<p>July 2025 - June 2026</p>	<p>(F)Title I, Part A Parental Engagement</p>	<p>Criteria: College Night Flyer/ Agenda Sign in sheet Increased student and parent participation from the previous year.</p> <p>08/14/25 - Some Progress 02/01/23 - On Track</p>
<p>2. The District will encourage all campuses to host a career/college day that involves members of the community. (Target Group: All) (Strategic Priorities: 3) (ESF: 3)</p>	<p>Campus Administrators, Counselor(s), Principal, Teacher(s)</p>	<p>July 2025 - June 2026</p>	<p>(F)Title I, Part A Parental Engagement</p>	<p>Criteria: College and Career Day Flyer Agenda/Participants Increased partnerships with local careers from the community and outside stakeholders.</p> <p>02/01/23 - On Track</p>
<p>3. All campuses will schedule college representatives to visit the campus and/or provide students with virtual college field trips and/or watch videos in order to share information with students concerning post-secondary educational opportunities. (Target Group: All) (Strategic Priorities: 3)</p>	<p>Campus Administrators, Counselor(s), Principal, Teacher(s)</p>	<p>July 2025 - June 2026</p>	<p>(F)Title I, Part A Parental Engagement</p>	<p>Criteria: Campus lists of College representatives scheduled throughout the year. Increased college representatives from previous year. Increase student participation on campus and virtual campus tours.</p> <p>08/14/25 - Some Progress 02/01/23 - On Track</p>
<p>4. The District will support Falfurrias Jr. High 7th and 8th grade students who will participate in a visitation to a college campus, attend virtual field trips, and/or watch college videos to increase their awareness of post-secondary educational opportunities. (Title I SW Elements: 2.1,2.3,3.1) (Target Group: 7th ,8th) (Strategic Priorities: 3) (ESF: 2,3)</p>	<p>Counselor(s), Principal, Teacher(s)</p>	<p>July 2025 - June 2026</p>	<p>(F)Title I, Part A Parental Engagement</p>	<p>Criteria: Calendar with visitation/video dates listed Increased student participation from the previous year. Increase campus participation of colleges and universities from previous year.</p> <p>08/14/25 - On Track</p>

BROOKS COUNTY ISD

Goal 2. (College and Career Goal) BCISD will implement a college dual credit and career readiness program that will prepare students to succeed in college and/or other post-secondary educational opportunities as well as preparing students for career readiness through career and technical courses and certifications.

Objective 3. The District will ensure events are scheduled that promote awareness for post-secondary opportunities for students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
				02/01/23 - On Track
5. The District will support Falfurrias High School and Falfurrias Jr. High will provide presentations for pre-registration to incoming 9th grade and 6th grade students. Campus orientation will be provided for incoming 9th-grade students. (Title I SW Elements: 1.1,2.1,2.2,2.3) (Target Group: 6th,9th) (Strategic Priorities: 3) (ESF: 1,2,3)	Campus Administrators, Counselor(s)	July 2025 - June 2026	(F)Title I, Part A Parental Engagement	Criteria: Sign in sheets agendas flyers Increased parent and student participation from last year. 08/14/25 - Some Progress 10/23/23 - On Track 10/23/23 - Significant Progress

BROOKS COUNTY ISD

Goal 2. (College and Career Goal) BCISD will implement a college dual credit and career readiness program that will prepare students to succeed in college and/or other post-secondary educational opportunities as well as preparing students for career readiness through career and technical courses and certifications.

Objective 4. The District will establish staff/counselor intervention strategies to further promote student achievement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. The district will ensure that the counselors will explain graduation plans to eighth grade students at pre-registration and will be available to confer with parents as needed. (Title I SW Elements: 1.1,2.4,2.6) (Target Group: 8th) (Strategic Priorities: 3) (ESF: 1,2,3)</p>	<p>Counselor(s), Principal</p>	<p>July 2025 - June 2026</p>	<p>(L)Local Funds199-13-6xxx-00-910-51100H</p>	<p>Criteria: Sign in sheets Number of parents requesting info on graduation plans Increased response and deliver of plans by counselors.</p> <p>08/14/25 - On Track 02/01/23 - On Track</p>
<p>2. The district will ensure that Falfurrias High School will promote and support increased participation in programs leading to technical certification. (Title I SW Elements: 1.1,2.6) (Target Group: CTE) (Strategic Priorities: 3) (ESF: 1,2,3)</p>	<p>Campus Administrators, Counselor(s), CTE Director, Principal, Teacher(s)</p>	<p>July 2025 - June 2026</p>	<p>(L)Instruction</p>	<p>Criteria: Number of students receiving certifications will increase from the previous year. Number of student informational sessions will increase to highlight the benefits of CTE.</p> <p>08/14/25 - On Track 02/01/23 - On Track</p>

BROOKS COUNTY ISD

Goal 2. (College and Career Goal) BCISD will implement a college dual credit and career readiness program that will prepare students to succeed in college and/or other post-secondary educational opportunities as well as preparing students for career readiness through career and technical courses and certifications.

Objective 5. The District will implement strategies to facilitate effective transitions for students through coordination with institutions of higher education and other local partners.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. The district will ensure that the Lasater & Elementary campuses will coordinate with Head Start personnel to provide parents with information for transitioning PK 3 to PK 4 full-day and PK4 from Head Start to Kinder full-day at their campus that includes a walk through the campus to help familiarize students with the facilities. (Title I SW Elements: 1.1,2.1,2.6) (Target Group: PRE K,K) (Strategic Priorities: 3)</p>	<p>Campus Administrators, Outside Agency, Principal, Teacher(s)</p>	<p>July 2025 - June 2026</p>	<p>(F)ESSA Title I, A Improving Basic Programs - \$1,500, (L)Local Funds199-13-6xxx-00-910-51100H - \$20,000</p>	<p>Criteria: Orientation Flyer Agenda / schedule Increase campus enrollment from previous year.</p> <p>08/14/25 - On Track 02/01/23 - On Track</p>
<p>2. The district will ensure that the Falfurrias Elementary will coordinate with Falfurrias Jr. High to provide parents of fifth-grade students going to 6th grade with information for transitioning from elementary to jr. high that includes a tour of the facilities for the students. (Title I SW Elements: 1.1,2.1,2.6) (Target Group: 5th) (Strategic Priorities: 3)</p>	<p>Campus Administrators, Counselor(s), Principal</p>	<p>July 2025 - June 2026</p>	<p>(L)Instruction</p>	<p>Criteria: Date of transition orientation Agenda Increased participation in transition orientation</p> <p>08/14/25 - On Track 10/23/23 - Some Progress</p>
<p>3. The district will ensure that Falfurrias Jr. High will coordinate with Falfurrias High School to provide parents of 8th grade students going to 9th grade with information for transitioning from Jr. high to high school, including a tour of the high school facilities for students. (Title I SW Elements: 2.1) (Target Group: 8th) (Strategic Priorities: 3)</p>	<p>Campus Administrators, Counselor(s), Principal</p>	<p>July 2025 - June 2026</p>	<p>(L)Instruction</p>	<p>Criteria: dates of transition orientation agenda increased participation in transition orientation</p> <p>08/14/25 - On Track 10/23/23 - Some Progress</p>
<p>4. The district will ensure that Falfurrias High School will coordinate with institutions of higher education to assist students in transitioning to post-secondary education that includes career counseling to identify student interests and skills, parent meetings, FASFA nights and college aid nights with college representatives to assist students with college applications. (Title I SW Elements: 1.1,2.1,2.5,2.6) (Target Group: 9th,10th,11th,12th) (Strategic</p>	<p>Campus Administrators, Counselor(s), Principal</p>	<p>July 2025 - June 2026</p>	<p>(F)ESSA Title I, A Improving Basic Programs</p>	<p>Criteria: Dates of FASFA Nights, College Aid Nights, College Application Nights, etc. Sign in Sheets increased participation of students during these events</p> <p>08/14/25 - On Track 02/01/23 - On Track</p>

BROOKS COUNTY ISD

Goal 2. (College and Career Goal) BCISD will implement a college dual credit and career readiness program that will prepare students to succeed in college and/or other post-secondary educational opportunities as well as preparing students for career readiness through career and technical courses and certifications.

Objective 5. The District will implement strategies to facilitate effective transitions for students through coordination with institutions of higher education and other local partners.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Priorities: 3)				
5. Brooks County ISD will partner with the RISZ and area districts to offer and participate in the following programs of study: BCISD offers Welding and Electrical, Premont offers Grow Your Own and STEM, and Freer offers Next Gen Nursing Academy and HVAC through Lamar University. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 3)	Campus Administrators, Counselor(s), CTE Director, Director of Teaching & Learning, District Leadership Team, Principal	July 2025 - June 2026	(F)School Continuation grant-RSIZ-282	Criteria: Number of students enrolled in the courses offered Number of students successfully completing the courses offered by the various districts 08/14/25 - On Track 02/01/23 - On Track

BROOKS COUNTY ISD

Goal 2. (College and Career Goal) BCISD will implement a college dual credit and career readiness program that will prepare students to succeed in college and/or other post-secondary educational opportunities as well as preparing students for career readiness through career and technical courses and certifications.

Objective 6. The District will create a college going atmosphere from grades PK-12 to instill a college and career readiness culture for our students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All campuses will adopt a college/university and will decorate accordingly. Some campuses will do door decorations or bulletin boards that display college information. Campuses will hang up college banners throughout their campuses. (Title I SW Elements: 1.1,2.1) (Target Group: All) (Strategic Priorities: 3)	Campus Administrators, Counselor(s), Principal, Teacher(s)	July 2025 - June 2026	(L)Instruction	Criteria: College-going environment decorations are displayed at each campus. Information about universities is available to students. 08/14/25 - On Track 02/01/23 - On Track
2. All campuses will have a career fair that will include industry partners as well as college representatives. (Title I SW Elements: 1.1,2.1) (Target Group: All) (Strategic Priorities: 3)	Campus Administrators, Counselor(s), Principal, Teacher(s)	July 2025 - June 2026	(L)Instruction	Criteria: Career Fair Flyer Agenda Sign in Sheets Increased participation from agencies to display and showcase their career. 08/14/25 - On Track 02/01/23 - On Track
3. Secondary students will be provided opportunities to visit local area colleges and universities through various field trips. (Title I SW Elements: 1.1,2.1,2.6) (Target Group: 6th,7th ,8th,9th,10th,11th,12th) (Strategic Priorities: 3)	Campus Administrators, Counselor(s), Principal	July 2025 - June 2026	(L)Instruction	Criteria: Schedule and roster of field trips Sign up sheets List of colleges/universities visited 08/14/25 - On Track 02/01/23 - On Track
4. For PK-4 "Future Career" Certificates will be given to those students who showed the values of that particular career during an awards ceremony. (Title I SW Elements: 1.1,2.1,2.6) (Target Group: PRE K) (Strategic Priorities: 3)	Principal, Teacher(s)	July 2025 - June 2026	(L)Instruction	Criteria: Career Certificates Increased awareness of future careers by agencies showcasing their field. 08/14/25 - Some Progress 10/23/23 - Some Progress
5. College and career lessons will be provided in PK-5th grade classes once a month. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: PRE K,K,1st,2nd,3rd,4th,5th) (Strategic	Principal, Teacher(s)	July 2025 - June 2026	(L)Instruction	Criteria: Lesson Plans documenting the college and career lesson Increased awareness of college

BROOKS COUNTY ISD

Goal 2. (College and Career Goal) BCISD will implement a college dual credit and career readiness program that will prepare students to succeed in college and/or other post-secondary educational opportunities as well as preparing students for career readiness through career and technical courses and certifications.

Objective 6. The District will create a college going atmosphere from grades PK-12 to instill a college and career readiness culture for our students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Priorities: 3)				and career readiness. 08/14/25 - On Track 02/01/23 - On Track
6. Teacher educational journey posters will be made and posted outside each classroom to show students the educational journey their teacher made. (Title I SW Elements: 1.1,2.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 3)	Principal, Teacher(s)	July 2025 - June 2026	(L)Instruction	Criteria: Educational Journey Posters are displayed at each educators door to increase awareness of college and career readiness. 08/14/25 - On Track 02/01/23 - On Track
7. "Class of..." banners will be made to be posted up on the hallways of each grade level so that students can start imagining their graduation goal. (Title I SW Elements: 1.1,2.1,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 3)	Campus Administrators, Principal, Teacher(s)	July 2025 - June 2026	(L)Instruction	Criteria: "Class of..." banners displayed at each campus grade level to increase awareness of student goals for graduation. 08/14/25 - On Track 02/01/23 - On Track
8. Endorsement and career posters will be placed around jr. high and high school campuses for better visual explanations of career paths and choices. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: 6th,7th ,8th,9th,10th,11th,12th) (Strategic Priorities: 3)	Counselor(s), Principal, Teacher(s)	July 2025 - June 2026	(L)Instruction	Criteria: Number of Posters will increase with information on each career and requirements needed. Increase of awareness of college and career readiness. 08/14/25 - On Track 02/01/23 - On Track
9. Thursday is designated as College T-Shirt Day (as a celebration of colleges) where all campuses will be invited to participate. (Title I SW Elements: 1.1,2.6) (Target Group: All) (Strategic Priorities: 3)	Administrators, Principal	July 2025- June 2026	(L)Instruction	Criteria: Number of students and staff wearing college t-shirts will increase for student college awareness. 08/14/25 - On Track 02/01/23 - On Track

BROOKS COUNTY ISD

Goal 3. (Technology Goal) BCISD will implement a technology program and world class education that will prepare students to succeed in today's technological society and become global citizens.

Objective 1. The District will identify and apply strategies for supporting the use and integration of technology in learning.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The district will provide ther High School with credit recovery through Edgenuity. (Title I SW Elements: 2.5,2.6) (Target Group: All) (Strategic Priorities: 2)	Campus Administrators, Counselor(s), Director Special Programs, Principal, Teacher(s)	July 2025 - June 2026	(L)Local Funds199-13-6xxx-00-910-51100H, (S)Compensatory ED. Accelerated Inst/ Learning Center, (S)Compensatory Education	Criteria: Software usage reports Number of students recovering credits 08/14/25 - Pending 10/23/23 - On Track 02/01/23 - On Track
2. The campuses will continue to utilize Mind Play, Edgenuity, Prodigy, A+, Accelerated Reader, and other web-based grade-appropriate computer applications. (Title I SW Elements: 1.1,2.4) (Target Group: All) (Strategic Priorities: 2)	Director of Teaching & Learning, Director of Technology, Principal, Teacher(s)	July 2025 - June 2026	(F)ESSA Title I, A Improving Basic Programs	Criteria: Software programs usage reports 10/23/23 - On Track 02/01/23 - On Track
3. The District will utilize Testhound software which will increase the efficiency and the accuracy of the coordination of standardized tests at all campuses. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 4,4.1,5,5.3)	Director of Teaching & Learning, Director of Technology, Principal, Testing Coordinator	July 2025 - June 2026	(F)ESSA Title I, A Improving Basic Programs	Criteria: Testhound reports 08/14/25 - Pending 10/23/23 - On Track 02/01/23 - On Track
4. The District will utilize DMAC and OnData Suite software programs for data disaggregation (STAAR, TELPAS, etc.), generate, administer and report on TEKS-based local assessments and for teacher appraisals (T-TESS, T-PESS). (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6,3.1,3.2) (Target Group: All) (Strategic Priorities: 2,3,4) (ESF: 1,2,3,4,5)	Campus Administrators, Director of Teaching & Learning, Director of Technology, Principal	July 2025- June 2026	(F)ESSA Title I, A Improving Basic Programs, (O)Local Districts	Criteria: Data Reports 08/14/25 - Some Progress 10/23/23 - On Track 02/01/23 - On Track
5. The District will implement additional communication resources to support parents through the following methods: Parent Square, Class Dojo, Zoom, Google Meets, Social Media, Website, Remind, District Website, Google Voice, Band App, etc. (Title I SW Elements: 2.1) (Target Group: All)	Director of Teaching & Learning, Director of Technology	July 2025 - June 2026	(L)Local Funds199-13-6xxx-00-910-51100H	Criteria: List and usage of communication resources Increase in positive parent responses on parent surveys 08/14/25 - On Track 02/01/23 - On Track
6. The District will provide Google Classroom	Director of Teaching & Learning,	July 2025 - June	(L)Local Funds199-13-6xxx-00-	Criteria: Google Classroom usage

BROOKS COUNTY ISD

Goal 3. (Technology Goal) BCISD will implement a technology program and world class education that will prepare students to succeed in today's technological society and become global citizens.

Objective 1. The District will identify and apply strategies for supporting the use and integration of technology in learning.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
for students in 1st - 12th grades. (Title I SW Elements: 2.5) (Target Group: All)	Director of Technology, Principal, Teacher(s)	2026	910-51100H - \$13,000	report 08/14/25 - Pending 02/01/23 - On Track 02/01/23 - On Track
7. FILEWAVE is used to manage iOS, Windows, Chrome and Android devices (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4)	Director of Technology, Director Special Programs	July-Sept 2025	(F)ESSA Title I, A Improving Basic Programs - \$11,968.40	Criteria: Technology Director will provide a summary of how services have performed. 08/13/25 - On Track

BROOKS COUNTY ISD

Goal 3. (Technology Goal) BCISD will implement a technology program and world class education that will prepare students to succeed in today's technological society and become global citizens.

Objective 2. The District will provide training for administrators, teachers, staff, and parents in educational technology.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers at all campuses will develop and implement strategies to integrate technology as available to them, such as iPad applications, iPads, ClassLinks, Newline Interactive televisions, Chromebooks, Google Suite, and Google Classroom (as per Technology Plan). (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2)	Director of Technology, Principal, Teacher(s)	July 2025 - June 2026	(L)Local Funds199-13-6xxx-00-910-51100H, (O)Technology Director	Criteria: Technology integration noted on lesson plans 08/14/25 - Some Progress 02/01/23 - On Track
2. The district will provide Teachers at all campuses will increase students' proficiencies in Technology Applications by utilizing on-line library resources, Google applications, and other web-based programs. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 2)	Director of Technology, Principal, Teacher(s)	July 2025- June 2026	(F)Title IV, Part A	Criteria: Increase in students' technology skills Technology integration in teacher lessons 08/14/25 - On Track 02/01/23 - On Track

BROOKS COUNTY ISD

Goal 3. (Technology Goal) BCISD will implement a technology program and world class education that will prepare students to succeed in today's technological society and become global citizens.

Objective 3. The District will provide all principals/directors their allocated budget for staff development for technology including state and federal funds.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Local & state funds/ programs: The District Central Office will develop yearly budget amounts for campuses/departments. In addition, the District will coordinate a meeting between the business office with principals and directors to receive their campus/department technology budgets. (Title I SW Elements: 1.1,2.1,2.5,2.6) (Target Group: All)	Director of Finance, Director of Technology, Principal	July 2025 - June 2026	(L)Local Funds199-13-6xxx-00-910-51100H - \$3,000	Criteria: Budget Allocations 08/14/25 - On Track 02/01/23 - On Track

BROOKS COUNTY ISD

Goal 3. (Technology Goal) BCISD will implement a technology program and world class education that will prepare students to succeed in today's technological society and become global citizens.

Objective 4. (Title IV A Support the Effective use of Technology) Technology Refresh Cycles: streamline student and staff access to the multiple online educational systems. This ensures that 100% of our students and staff have access to current and reliable technology resources.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Regular assess and update our technology infrastructure, including devices, software, and hardware. This ensures that our students and staff have access to current and reliable technology resources. CLASSLINK (Title I SW Elements: 1.1,2.2) (Target Group: ECD) (Strategic Priorities: 2,4) (ESF: 4)	Campus Administrators, Director of Technology, Director Special Programs	JULY-SEPT 30 25	(F)Title IV, Part A	Criteria: Report by Technology director evaluation of the software. 08/13/25 - On Track

BROOKS COUNTY ISD

Goal 4. (Culture and Climate Goal) BCISD will maintain and enhance the school climate, safety, well-being, and nurturing culture for students, teachers, parents, and community members. Success will be measured by respondents answering positively on the annual surveys and decrease in discipline referrals.

Objective 1. The BCISD will promote programs that communicate with students, parents, staff, and community in a positive way.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The district will provide incentives to encourage submission of parental surveys. (Title I SW Elements: 1.1,3.1) (Target Group: All) (Strategic Priorities: 2)	Campus Administrators, Principal, Superintendent(s)	July 2025- June 2026	(F)Title I, Part A Parental Engagement	Criteria: Number of completed parent surveys 08/14/25 - On Track 02/01/23 - On Track
2. The district will review the responses to questions on parental surveys to determine the needs of Parents & Students: Title I, Part A Schoolwide Program, ESL, GT, and all other state and federal programs that parents play a role and are stakeholders in program strategies and impementation processes. (Title I SW Elements: 2.1,3.1) (Target Group: All)	Administrators	July 2025- June 2026	(F)Title I, Part A Parental Engagement	Criteria: Number of positive responses indicated on survey responses. 08/14/25 - On Track 02/01/23 - On Track
3. The district will provide the parental survey online in addition to providing a paper survey as requested. (Title I SW Elements: 3.1) (Target Group: All)	Administrators	July 2025 - June 2026	(F)Title I, Part A Parental Engagement	Criteria: Parent Survey results 08/14/25 - On Track 02/01/23 - On Track

BROOKS COUNTY ISD

Goal 4. (Culture and Climate Goal) BCISD will maintain and enhance the school climate, safety, well-being, and nurturing culture for students, teachers, parents, and community members. Success will be measured by respondents answering positively on the annual surveys and decrease in discipline referrals.

Objective 2. The percentage of attendance for each six weeks at each campus will be at least 96% or above and the dropout rate for Falfurrias High School, and Falfurrias Jr. High will be less than 1%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The District will ensure compliance with attendance through compiling an attendance report to share with the LEA Leadership to discuss strategies to improve or maintain attendance. (Title I SW Elements: 2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.2)	Campus Administrators, Director Special Programs, Principal, Teacher(s)	July 2025 - June 2026	(S)Compensatory Education	Criteria: Attendance Report with data indicating attendance weekly, end of 6th week and monthly. Reports provided by Attendance Officer, to identify strategies to improve students attendance. 08/14/25 - On Track 10/23/23 - On Track 10/23/23 - Significant Progress
2. The District will monitor the attendance percentage by campus each six weeks. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 2)	Campus Administrators, PEIMS Clerk, Principal, Teacher(s)	July 2025 - June 2026	(S)Compensatory Education	Criteria: Attendance Report with data indicating attendance weekly, end of 6th week and monthly. 08/14/25 - On Track 10/23/23 - On Track 10/23/23 - Significant Progress
3. The District will ensure all campuses provide attendance incentives to students every six weeks. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 2,4)	Campus Administrators, Principal, Teacher(s)	July 2025- June 2026	(L)Local Funds199-13-6xxx-00-910-51100H, (S)Compensatory Education	Criteria: Attendance Report with data indicating attendance weekly, end of 6th week and monthly with incentives. 08/14/25 - Some Progress 10/23/23 - Some Progress

BROOKS COUNTY ISD

Goal 4. (Culture and Climate Goal) BCISD will maintain and enhance the school climate, safety, well-being, and nurturing culture for students, teachers, parents, and community members. Success will be measured by respondents answering positively on the annual surveys and decrease in discipline referrals.

Objective 3. BCISD will promote a safe and disciplined environment at each campus.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. The District will update the character education program. Each campus will monitor and evaluate the use of the character education program by reviewing teacher's lesson plans as well as monitoring the increase or decrease of student referrals. (Title I SW Elements: 2.1,2.2,2.3,2.4,2.5,2.6,3.1,3.2) (Target Group: All,ECD,AtRisk) (Strategic Priorities: 2,3) (ESF: 1,2,3,4)</p>	Administrators, Principal	July 2025- June 2026	(L)Instruction	<p>Criteria: Character Ed Program Lesson plans Discipline Referrals ISS/DAEP Placements</p> <p>08/14/25 - Some Progress 10/23/23 - Some Progress</p>
<p>2. The District will implement the Anti-Bullying Policy district-wide to include new law updates on cyberbullying. All administration and staff will be trained on the plan. Systems and procedures will be implemented to support the needs of our students. Campus counselors will provide counseling for students on bullying and violence prevention. SAFE SCHOOL HOTLINE (Title I SW Elements: 1.1,2.6,3.1) (Target Group: All,ECD,AtRisk) (Strategic Priorities: 4)</p>	Campus Administrators, Counselor(s), Director Special Programs, Principal	July 2025 - June 2026	(S)STATE FUNDING	<p>Criteria: Anti-bullying Policy Log of Counseling lessons on bullying SECURITY VOICE RESPONSE CENTERS REPORTS</p> <p>08/14/25 - On Track 10/23/23 - On Track 10/23/23 - Significant Progress</p>
<p>3. The LEA will ensure that evidence based practices are used to address the needs of student for special programs: support compensatory skills in students to address unwanted verbal aggression, drug and violence prevention, sexual harassment, suicide prevention, pregnancy-related services, dating violence and other forms of bullying including social media. Local law enforcement and agencies will assist in presenting information that addresses these topics. Dating violence is not tolerated; a) "Dating violence" means an act, other than a defensive measure to protect oneself, by an actor that: (1) is committed against a victim or applicant</p>	Campus Administrators, Principal, Teacher(s)	July 2025- June 2026	(S)Compensatory Education	<p>Criteria: Lesson Plans Event Flyers</p> <p>08/14/25 - On Track 10/23/23 - On Track 10/23/23 - Significant Progress</p>

BROOKS COUNTY ISD

Goal 4. (Culture and Climate Goal) BCISD will maintain and enhance the school climate, safety, well-being, and nurturing culture for students, teachers, parents, and community members. Success will be measured by respondents answering positively on the annual surveys and decrease in discipline referrals.

Objective 3. BCISD will promote a safe and disciplined environment at each campus.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
for a protective order: (A) with whom the actor has or has had a dating relationship; or (B) because of the victim's or applicant's marriage to or dating relationship with an individual See FFH LOCAL for reporting procedures including immediate notification of a alleged student-victim's parents; addresses enforcement of protective orders (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6,3.1) (Target Group: All,ECD,ESL,Migrant,SPED,GT,AtRisk,Dys,F C,HS) (Strategic Priorities: 2,3,4) (ESF: 2,3)				
4. The District will provide staff development, Love & Logic to assist with developing a unified behavior management approach towards discipline to reduce the overuse of discipline practices that remove students from the classroom. (Title I SW Elements: 2.1,2.2) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 3,3.2)	Administrators, Superintendent(s)	July 2025 - June 2026	(F)Title IV, Part A, (S)STATE FUNDING	Criteria: Staff Development Agendas Sign in sheets Staff surveys after training 08/14/25 - On Track 10/23/23 - On Track 10/23/23 - Significant Progress
5. The District will continue to enforce policies and procedures that promote a safe, orderly and secure environment. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6,3.1) (Target Group: All) (Strategic Priorities: 1,2,3,4) (ESF: 1,2,3)	Administrators, Principal, Teacher(s)	July 2025- June 2026	(L)Instruction	Criteria: Copies of policies for safe schools 08/14/25 - Some Progress 10/23/23 - Some Progress
6. The District will ensure that a local school health advisory council meets to assist the district in ensuring that local community values are reflected in the district's health education instruction. (Title I SW Elements: 2.1) (Target Group: All)	Principal, School Nurse	July 2025- June 2026	(L)Local Funds199-13-6xxx-00-910-51100H - \$1,000	Criteria: SHAC Agendas Sign in Sheets 08/14/25 - On Track 10/23/23 - On Track 10/23/23 - Significant Progress
7. The District will provide CPR, Stop the	Administrators, School Nurse	July 2025- June	(L)Instruction	Criteria: Sign in sheets

BROOKS COUNTY ISD

Goal 4. (Culture and Climate Goal) BCISD will maintain and enhance the school climate, safety, well-being, and nurturing culture for students, teachers, parents, and community members. Success will be measured by respondents answering positively on the annual surveys and decrease in discipline referrals.

Objective 3. BCISD will promote a safe and disciplined environment at each campus.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Bleeding Trauma Training and First aid training for UIL staff, safety team members, coaches, administrators, teachers and paraprofessionals as appropriate. (Title I SW Elements: 2.1,2.2,2.3,2.6) (Target Group: All) (Strategic Priorities: 1) (ESF: 3)		2026		Certificates of completion 08/14/25 - Some Progress 10/23/23 - Some Progress
8. The District shall assess the physical fitness of students enrolled in grades 3 through 12 annually and report summary results to TEA. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 3)	PE Coach(s), Principal	July 2025 - June 2026	(L)Instructional Resources, Media	Criteria: Fitness Gram Reports 08/14/25 - Some Progress 10/23/23 - Some Progress
9. The District will ensure that the Emergency Management Plan is reviewed, edited, implemented annually at each campus. (Target Group: All) (ESF: 3)	Campus Administrators, City Officials, Outside Agency	July 2025 - June 2026	(S)School Safety Standards	Criteria: Emergency Management Plan Sign in Sheets of Meetings 08/14/25 - On Track 10/23/23 - On Track 10/23/23 - Significant Progress
10. The District will provide Emergency First Aid Kits for all campuses. (Title I SW Elements: 1.1) (Target Group: All)	Administrators, Director of Operations	July 2025- June 2026	(S)School Safety Allotment, (S)School Safety Standards	Criteria: Emergency Kits 08/14/25 - On Track 10/23/23 - On Track
11. The District will ensure Safety Coordinator to facilitate all safety process and procedures for the district. CIP TRAINING \$4,249- (Title I SW Elements: 1.1) (Target Group: All)	Director of School Safety & Operations, District Leadership Team, Special Programs Coordinator	July 2025- June 2026	(L)Local Funds199-13-6xxx-00-910-51100H - \$3,469, (S)STATE FUNDING	Criteria: Emergency Operations Plan Safety Meeting Agendas Sign In Sheets 08/14/25 - On Track 10/23/23 - On Track 10/23/23 - Significant Progress
12. The District will provide handheld metal detectors at all campuses (wands). (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6) (Target Group: All)	Administrators, Assistant Principal(s), Counselor(s), Director of School Safety & Operations, District Leadership	July 2025 - June 2026	(S)School Safety & Security Grant-430	Criteria: Anti-bullying Policy Log of Counseling lessons on bullying SECURITY VOICE RESPONSE

BROOKS COUNTY ISD

Goal 4. (Culture and Climate Goal) BCISD will maintain and enhance the school climate, safety, well-being, and nurturing culture for students, teachers, parents, and community members. Success will be measured by respondents answering positively on the annual surveys and decrease in discipline referrals.

Objective 3. BCISD will promote a safe and disciplined environment at each campus.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
All,H,W,AA,ECD,BI,ESL,Migrant,EB,SPED,GT) (Strategic Priorities: 1) (ESF: 3)	Team			CENTERS REPORTS 08/14/25 - On Track 10/23/23 - On Track
13. Provide CPR training for all faculty and staff. (Title I SW Elements: 1.1) (Target Group: All,H,W,AA,ECD,BI,ESL,Migrant,EB,SPED,GT ,AtRisk) (Strategic Priorities: 4) (ESF: 3)	Administrators, Assistant Principal(s), Campus Administrators, Director of Operations, Director of School Safety & Operations, Instructional Officers, Superintendent(s)	July 2025 - June 2026	(S)School Safety Allotment	Criteria: Anti-bullying Policy Log of Counseling lessons on bullying SECURITY VOICE RESPONSE CENTERS REPORTS 08/14/25 - Some Progress 10/23/23 - Some Progress
14. Provide CPI training for all staff. (Title I SW Elements: 1.1,2.2,2.4,2.5) (Target Group: All,H,W,AA,ECD,BI,ESL,Migrant,EB,SPED,GT) (Strategic Priorities: 3) (ESF: 3,5.1)	Administrators, Assistant Principal(s), Campus Administrators, Community Members, Director of Operations, Director of School Safety & Operations, District Leadership Team, Superintendent(s)	July 2025- June 2026	(L)Local Funds199-13-6xxx-00-910-51100H - \$3,215	Criteria: Anti-bullying Policy Log of Counseling lessons on bullying SECURITY VOICE RESPONSE CENTERS REPORTS 08/14/25 - Some Progress 10/23/23 - Some Progress
15. Provide Parent training to share bullying information. (Title I SW Elements: 2.1,2.3) (Target Group: All,H,W,AA,ECD,BI,ESL,SPED,GT,AtRisk) (ESF: 3)	Administrators, Assistant Principal(s), Campus Administrators, Director of School Safety & Operations, District Leadership Team	July 2025 - June 2026	(L)Instruction	Criteria: Anti-bullying Policy Log of Counseling lessons on bullying SECURITY VOICE RESPONSE CENTERS REPORTS 08/14/25 - On Track 10/23/23 - On Track
16. LEAs will prioritize Title II, Part A funds for schools identified for improvement by the Texas Education Agency (TEA) and those with the highest percentage of economically disadvantaged students by campus, as counted under the TARP Report. (Title I SW Elements: 1.1,2.1) (Target Group: All)	Curriculum Director, Director of Teaching & Learning, Director Special Programs, District Leadership Team	July 1-Sept. 30	(F)Title IIA Principal and Teacher Improvement	Criteria: Individual PD Plan, and student progress 08/13/25 - Some Progress

BROOKS COUNTY ISD

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Objective 3. BCISD will promote a safe and disciplined environment at each campus.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(Strategic Priorities: 1) (ESF: 1,5)				
17. School resource officers and security personnel will follow the job duties outlined in policy CKE (LEGAL and LOCAL). https://pol.tasb.org/PolicyOnline/PolicyDetails?key=231&code=CKE#legalTabContent (Title I SW Elements: 1.1) (Target Group: All)	Superintendent(s)	July 1- June 30	(L)Security and Monitoring	

BROOKS COUNTY ISD

Goal 4. (Culture and Climate Goal) BCISD will maintain and enhance the school climate, safety, well-being, and nurturing culture for students, teachers, parents, and community members. Success will be measured by respondents answering positively on the annual surveys and decrease in discipline referrals.

Objective 4. The District will promote and provide social emotional support to address individual needs.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. The LEA will use SCE to support supplemental Guidance counselors and social workers providing supplemental services TEC, SEC. 33.003(b)(1)(A) beyond those performed by the regular position, specific to the SCE Student. Programs to build skills related to managing emotions, establishing, and maintaining positive relationships and making responsible decisions. LPCA (Title I SW Elements: 1.1,2.6) (Target Group: ECD,AtRisk) (Strategic Priorities: 2,3) (ESF: 3,3.1,3.3,3.4)</p>	<p>Campus Administrators, Counselor(s), Principal, Special Programs Coordinator, Teacher(s)</p>	<p>July 2025 - June 2026</p>	<p>(F)ESSA Title I, A Improving Basic Programs - \$42,000, (F)Title IV, Part A - \$4,832</p>	<p>Criteria: Lesson Plan documenting the addition of SEL component. Report from PLC -A on students services and monitoring of SEL students.</p> <p>08/14/25 - On Track 10/23/23 - On Track 10/23/23 - Significant Progress</p>
<p>2. The District will increase the amount of security cameras installed at the campuses for security and safety purposes. Software will also be updated as well as hardware. (Title I SW Elements: 1.1,2.6) (Target Group: All)</p>	<p>Administrators, Director of Operations, Principal</p>	<p>July 2025- June 2026</p>	<p>(S)School Safety & Security Grant-430 - \$135,405</p>	<p>Criteria: Number of Cameras that are operational and active.</p> <p>08/14/25 - Some Progress 10/23/23 - Some Progress</p>
<p>3. The District will increase the amount of analog/digital radios at all campuses for security and safety purposes. (Title I SW Elements: 2.2) (Target Group: All)</p>	<p>Administrators, Director of Technology</p>	<p>July 2025- June 2026</p>	<p>(S)School Safety & Security Grant-430 - \$45,405, (S)School Safety Allotment</p>	<p>Criteria: Number of radios being utilized and active.</p> <p>08/14/25 - On Track 10/23/23 - On Track 10/23/23 - Significant Progress</p>
<p>4. BCISD will integrate teaching strategies to provide non-academic instruction related to SEL /character building to; decrease emotional distress such as anxiety and depression. Decrease misconduct in the classroom, Improve Social Emotional Skills, for students academic achievement. (Title I SW Elements: 1.1,2.6) (Target Group: All,H,W,AA,ECD,BI,ESL,Migrant,SPED,GT,At Risk) (Strategic Priorities: 1,2)</p>	<p>Administrators, Campus Administrators, Federal Programs Coordinator, Special Programs Coordinator</p>	<p>July 2025- June 2026</p>	<p>(F)Title IV, Part A</p>	<p>Criteria: TIA -SEL Program-Licensed School Psychologists will be evaluated pre & post activities implement with a summary</p> <p>08/14/25 - On Track 10/23/23 - On Track 10/23/23 - Significant Progress</p>

BROOKS COUNTY ISD

Goal 4. (Culture and Climate Goal) BCISD will maintain and enhance the school climate, safety, well-being, and nurturing culture for students, teachers, parents, and community members. Success will be measured by respondents answering positively on the annual surveys and decrease in discipline referrals.

Objective 5. The District will utilize strategies to attract and retain highly qualified professional staff and provide opportunities to build leadership capacity.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The District will ensure that administrators attend professional development training at least once every three years regarding disciplinary procedures. (Title I SW Elements: 2.2,2.4,2.5,2.6,3.1) (Target Group: All) (Strategic Priorities: 1,2,3,4) (ESF: 1,2,3,4,5)	Principal, Teacher(s)	July 2025- June 2026	(F)Title IIA Principal and Teacher Improvement, (L)Local Funds199-13-6xxx-00-910-51100H, (S)Compensatory Education, (S)STATE FUNDING	Criteria: Sign in Sheets and followup fidelity of implementation reports. 08/14/25 - On Track 10/23/23 - On Track 10/23/23 - Significant Progress
2. The District will improve the quality and effectiveness of teachers, principals, and other school leaders; increase the number of effective teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and provide low-income and minority students greater access to effective teachers, principals, and other school leaders. The intent of the funding is to support educators in their work to improve the overall quality of instruction and ensure equity of educational opportunity for all students. (Title I SW Elements: 1.1,2.1,2.3,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,3,4) (ESF: 1,2,2.1,3,5)	Counselor(s), District Leadership Team	July 2025 - June 2026	(F)ESSA Title I, A Improving Basic Programs - \$2,000	Criteria: Candidate evaluations are given at teacher expos. 08/14/25 - On Track 10/23/23 - On Track 10/23/23 - Significant Progress
3. The district will support secondary campuses school counselor with training on the job so they can enhance their skills and knowledge in students graduation plans, course selection, and course catalogs as well as accelerated instruction, and master scheduling. (Target Group: All,ECD,AtRisk) (Strategic Priorities: 1)	Campus Administrators, Consultant(s), Counselor(s), Curriculum Director	July 25- Sept. 26	(F)Title V, B, SP2,Rural & Low Income, (L)Local Funds199-13-6xxx-00-910-51100H, (S)Compensatory Education	Criteria: Annual Evaluation of Staff, Feedback from counselor on trainings 08/13/25 - On Track
4. The Teacher Incentive Allotment (TIA) elevates the education profession by providing districts with systems and funding to recruit promising new teachers, retain their best teachers, and incentivize teachers to work in high-needs schools and difficult to staff	Campus Administrators, Director of Teaching & Learning, Director Special Programs, Superintendent(s), Teacher(s)	JULY-SEPT	(L)Teacher Incentive Allotment - \$18,146	Criteria: TIA data 08/13/25 - Significant Progress

BROOKS COUNTY ISD

Goal 4. (Culture and Climate Goal) BCISD will maintain and enhance the school climate, safety, well-being, and nurturing culture for students, teachers, parents, and community members. Success will be measured by respondents answering positively on the annual surveys and decrease in discipline referrals.

Objective 5. The District will utilize strategies to attract and retain highly qualified professional staff and provide opportunities to build leadership capacity.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>positions. Based in the Texas Education Code (TEC), §21.3521 (Local Optional Teacher Designation System) and §48.112 (Teacher Incentive Allotment), TIA is built to provide lasting funds for outstanding Texas teachers to remain in the classroom and improve student outcomes. (Title I SW Elements: 1.1,2.4) (Target Group: All) (Strategic Priorities: 1) (ESF: 2,2.1,3)</p>				
<p>5. Awards for Recognition and Incentives for Participation Minimal-cost certificates, plaques, ribbons, small trophies, or instructionally related items to be used in the classroom (such as pens and pencils) are acceptable incentives for participation in program activities or awards for recognition. The following items may be donated by others but may not be purchased with grant funds:</p> <ul style="list-style-type: none"> • Gifts or items that appear to be gifts • Souvenirs, memorabilia, or promotional items, such as T-shirts, caps, tote bags, imprinted pens, and key chains • “Door prizes,” movie tickets, gift certificates, passes to amusement parks, and so on • Food of any kind (snacks, beverages, refreshments, meals, and so on) (Title I SW Elements: 1.1) (Target Group: All,AtRisk) (Strategic Priorities: 1) (ESF: 2,2.1) 	<p>Campus Administrators, Curriculum Director, Director Special Programs, Federal Programs Coordinator</p>	<p>July 1 - Sept 30</p>	<p>(F)Title IIA Principal and Teacher Improvement</p>	<p>Criteria: State Accountability, NWEA Maps data that shows students growth.</p> <p>08/13/25 - Pending</p>

BROOKS COUNTY ISD

Goal 4. (Culture and Climate Goal) BCISD will maintain and enhance the school climate, safety, well-being, and nurturing culture for students, teachers, parents, and community members. Success will be measured by respondents answering positively on the annual surveys and decrease in discipline referrals.

Objective 6. The District will ensure staff receives training as required in stature on Bloodborne Pathogens, Child Maltreatment Responsibilities, bullying Prevention for School Personnel, Diabetes Management in Schools, Sexual Harassment for Educators, Suicide Awareness and Prevention, Teen Dating Violence for Educators, and Cybersecurity Awareness for Educators.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The District will purchase Eduhero, a professional development online training platform, for all teachers and staff in the district to utilize for required staff development training. ESC 2 ONLINE MODULES (Title I SW Elements: 2.4) (Target Group: All) (Strategic Priorities: 1) (ESF: 2)	Campus Administrators, Director Special Programs, HR Department	July 2025 - June 2026	(L)Local Funds199-13-6xxx-00-910-51100H - \$1,823, (S)STATE FUNDING	Criteria: Eduhero usage logs Staff Development Certificates of Completion 08/14/25 - On Track 02/01/23 - On Track 08/12/22 - Pending

BROOKS COUNTY ISD

Goal 5. (Parent and Community Engagement Goal) BCISD will continue to support and increase family engagement and community involvement in schools, as measured by authentic engagement in district events and on annual parent and community surveys.

Objective 1. The District will continue to expand and support the Family and Community Engagement in the District.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. The District will actively recruit District Education Improvement Committee members throughout the school year (i.e. DPC, PTO, and Volunteers). (Title I SW Elements: 1.1,2.1,2.5,2.6,3.1,3.2) (Target Group: All) (Strategic Priorities: 1,2,3,4)</p>	<p>Community Members, Counselor(s), Principal</p>	<p>July 2025 - June 2026</p>	<p>(F)ESSA Title I, A Improving Basic Programs - \$107, (S)Compensatory Education</p>	<p>Criteria: Number of Volunteers, members, participants. Use notes from meetings to evaluate strategies that have been board approved and the SCE and ESSA programs Requirements.</p> <p>08/14/25 - On Track 02/01/23 - On Track</p>
<p>2. The District will continue to update the district website and social media and campus flyers to keep parents and community members informed on district events. (Title I SW Elements: 1.1,2.1,2.3,3.1) (Target Group: All) (Strategic Priorities: 2,3,4)</p>	<p>Administrators, Federal Programs Coordinator</p>	<p>July 2025 - June 2026</p>	<p>(L)Instructional Resources, Media</p>	<p>Criteria: Media Postings on District Webpage and Social Media Informational Flyers SURVEY PARENTS</p> <p>08/14/25 - On Track 02/01/23 - On Track</p>
<p>3. LEA will provide Parent with a Newsletter, Parents Make a Difference, informing parents of the profound positive effect family engagement has on student achievement. (Title I SW Elements: 1.1,2.1,3.1) (Target Group: All) (Strategic Priorities: 1,2,4)</p>	<p>Special Programs Coordinator</p>	<p>July 2025 - June 2026</p>	<p>(F)Title I, Part A Parental Engagement - \$484</p>	<p>Criteria: survey's and evaluations by parents, students and staff.</p> <p>08/14/25 - On Track 10/23/23 - On Track 10/23/23 - Significant Progress 03/28/23 - Pending</p>
<p>4. The District will provide resources as well as classes for parents on the district's curriculum. (Title I SW Elements: 2.1,3.1) (Target Group: All)</p>	<p>Administrators, Assistant Principal(s), Campus Administrators, District Leadership Team</p>	<p>July 2025- June 2026</p>	<p>(L)Local Funds199-13-6xxx-00-910-51100H</p>	<p>Criteria: Media Postings on District Webpage and Social Media Informational Flyers SURVEY PARENTS</p> <p>08/14/25 - On Track 10/23/23 - On Track 10/23/23 - Significant Progress</p>
<p>5. The LEA will convene and document Title I, Part A annual meeting for each Title, I Part A campus. ESSA, section 1116(c)(1): Explain the</p>	<p>Director of Teaching & Learning, Federal Programs Coordinator, Special Programs Coordinator</p>	<p>July 2025 - June 2026</p>	<p>(F)Title I, Part A Parental Engagement</p>	<p>Criteria: Parent Surveys</p> <p>08/14/25 - On Track</p>

BROOKS COUNTY ISD

Goal 5. (Parent and Community Engagement Goal) BCISD will continue to support and increase family engagement and community involvement in schools, as measured by authentic engagement in district events and on annual parent and community surveys.

Objective 1. The District will continue to expand and support the Family and Community Engagement in the District.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Title I, Part A program requirements, inform parents of their right to be involved, and explain the reservation of funds for parental engagement and parents' role in deciding the use of the funds. (Title I SW Elements: 1.1,2.1,3.1) (Target Group: All,H,ECD,BI,ESL,Migrant,EB,SPED,GT) (Strategic Priorities: 2) (ESF: 1,2,3,4)				10/23/23 - On Track 10/23/23 - Significant Progress 10/23/23 - Pending

BROOKS COUNTY ISD

Goal 5. (Parent and Community Engagement Goal) BCISD will continue to support and increase family engagement and community involvement in schools, as measured by authentic engagement in district events and on annual parent and community surveys.

Objective 2. The District will promote and support volunteers to increase levels of participation through events such as; Meet the Teacher Night, Curriculum Nights, literacy nights, Report Card Nights, Campus Marquees, and athletic events.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The District will support campuses with parent and family engagement events such Literacy Night, Math Fairs, Meet the Teacher Night, etc in an effort to involve parents in the their child's education. (Title I SW Elements: 2.1,2.3) (Target Group: All)	Administrators, District Leadership Team	July 2025- June 2026	(F)Title I, Part A Parental Engagement	Criteria: Number of parents participating Sign in Sheets 08/14/25 - On Track 02/01/23 - On Track
2. The District will encourage all campuses to host at least two parent and family engagement events each semester to promote strong parental involvement. (Title I SW Elements: 2.1,2.3,3.2) (Target Group: All)	Administrators, District Leadership Team	July 2025- June 2026	(F)Title I, Part A Parental Engagement - \$176	Criteria: Event Flyers Sign in Sheets Website postings 08/14/25 - On Track 02/01/23 - On Track

BROOKS COUNTY ISD

Goal 5. (Parent and Community Engagement Goal) BCISD will continue to support and increase family engagement and community involvement in schools, as measured by authentic engagement in district events and on annual parent and community surveys.

Objective 3. The District will implement community centers at each campus.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The District will continue to support campuses to host parental/community meetings to provide information on the various programs offered by the district: a. Social Emotional b. Rti c. Title I d. FAFSA e. STAAR 2.0 f. Assisting with Homework g. The importance of attendance (Title I SW Elements: 2.1) (Target Group: All)	Administrators	July 2025- June 2026	(F)Title I, Part A Parental Engagement, (L)Local Funds199-13-6xxx-00-910-51100H - \$100	Criteria: STAAR/EOC/TELPAS Attendance Parental Surveys Parental Sign-ins 08/14/25 - On Track 02/01/23 - On Track
2. The District will increase communication via text messages and emails during the school year through the parent portal. (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 2,3) (ESF: 3)	District Leadership Team	July 2025 - June 2026	(L)Local Funds199-13-6xxx-00-910-51100H - \$4,000	Criteria: Parental Surveys Parental sign-ins CNA Parent Participation 08/14/25 - On Track 02/01/23 - On Track
3. The District will provide parents with a calendar of tentative dates for events through social media, websites, text, emails, and flyers throughout the community. (Title I SW Elements: 2.1) (Target Group: All)	Administrators, District Leadership Team	July 2025- June 2026	(F)Title I, Part A Parental Engagement - \$492	Criteria: Parent Sign-ins Parental Surveys CNA 08/14/25 - On Track 02/01/23 - On Track

Expenditures

Resource	Source	Strategy	Amount
Bilingual / ESL	State	1.5.1, 1.5.3	
Bilingual Ed Block Grant	State	1.1.3	\$1,400
Compensatory Ed. /DAEP	State	1.1.5	\$1,000
Compensatory ED. Accelerated Inst/ Learning Center	State	1.1.5, 1.5.4, 1.6.2, 3.1.1	\$2,300
Compensatory Education	State	1.1.2, 1.1.5, 1.1.7, 1.1.9, 1.3.11, 1.3.16, 1.3.8, 1.6.1, 1.6.2, 1.6.4, 2.1.9, 3.1.1, 4.2.1, 4.2.2, 4.2.3, 4.3.3, 4.5.1, 4.5.3, 5.1.1	\$11,995
Dual Credit CTE Equipment Grant	State	2.2.2	
Dyslexia	State	1.3.8	\$9,742
ESSA Title I, A Improving Basic Programs	Federal	1.1.1, 1.1.14, 1.1.15, 1.1.2, 1.1.3, 1.1.4, 1.1.6, 1.1.7, 1.1.9, 1.3.11, 1.3.16, 1.3.6, 1.5.2, 1.6.4, 2.1.1, 2.1.4, 2.1.7, 2.2.2, 2.5.1, 2.5.4, 3.1.2, 3.1.3, 3.1.4, 3.1.7, 4.4.1, 4.5.2, 5.1.1	\$220,660
G/T Ed Block Grant	State	1.4.1, 1.4.2, 1.4.3, 1.4.4	\$2,900
Gear Up-SSA/ESC1-Federal	State	2.1.8	
Idea B-Pre-School / Sp Ed	Federal	1.1.3	
IDEA Special Education	Federal	1.1.3	
IDEA-B Formula	Federal	1.3.10, 1.3.13, 1.3.14, 1.3.15	\$315,694
IDEA-B Preschool	State	1.3.12	\$8,400
Instruction	Local	2.1.6, 2.4.2, 2.5.2, 2.5.3, 2.6.1, 2.6.2, 2.6.3, 2.6.4, 2.6.5, 2.6.6, 2.6.7, 2.6.8, 2.6.9, 4.3.1, 4.3.15, 4.3.5, 4.3.7	
Instructional Materials Allotment	State	1.1.6	\$94,560
Instructional Resources, Media	Local	4.3.8, 5.1.2	
LASO Blended Learning	Federal	1.1.11, 1.1.13	\$43,960
Local Districts	Other	1.1.11, 1.1.7, 1.3.12, 1.3.16, 3.1.4	
Local Funds199-13-6xxx-00-910-51100H	Local	1.1.1, 1.1.10, 1.1.4, 1.5.4, 2.1.2, 2.1.3, 2.1.4, 2.2.3, 2.4.1, 2.5.1, 3.1.1, 3.1.5, 3.1.6, 3.2.1, 3.3.1, 4.2.3, 4.3.11, 4.3.14, 4.3.6, 4.5.1, 4.5.3, 4.6.1, 5.1.4, 5.3.1, 5.3.2	\$65,573
School Continuation grant-RSIZ-282	Federal	2.5.5	
School Safety & Security Grant-430	State	4.3.12, 4.4.2, 4.4.3	\$180,810
School Safety Allotment	State	4.3.10, 4.3.13, 4.4.3	

Expenditures

Resource	Source	Strategy	Amount
School Safety Standards	State	4.3.10, 4.3.9	
Security and Monitoring	Local	4.3.17	
Special Ed Local	Local	1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.3.7, 1.3.8, 1.3.9	\$128,010
STATE FUNDING	State	1.1.8, 2.1.1, 2.2.1, 4.3.11, 4.3.2, 4.3.4, 4.5.1, 4.6.1	
Teacher Incentive Allotment	Local	4.5.4	\$18,146
Teaching & Learning Curriculum	Local	1.1.1, 1.1.9, 2.1.5	\$7,493
Title I, Part A Parental Engagement	Federal	2.3.1, 2.3.2, 2.3.3, 2.3.4, 2.3.5, 4.1.1, 4.1.2, 4.1.3, 5.1.3, 5.1.5, 5.2.1, 5.2.2, 5.3.1, 5.3.3	\$1,152
Title IIA Principal and Teacher Improvement	Federal	1.1.7, 1.3.1, 1.3.4, 2.2.4, 4.3.16, 4.5.1, 4.5.5	\$37,877
Title III, SSA (ESC)	Federal	1.2.1, 1.2.2, 1.2.3, 1.5.1	\$746
Title IV, Part A	Federal	1.6.3, 3.2.2, 3.4.1, 4.3.4, 4.4.1, 4.4.4	\$4,832
Title V, B, SP2,Rural & Low Income	Federal	1.1.12, 1.5.4, 4.5.3	\$43,728
34 Resource(s)			Total: \$1,200,978

Brooks County ISD - Title I, Part A Federal Descriptor Compliance Summary (2025-2026)

Descriptor 1: Student Progress Monitoring and Supports

Brooks County ISD monitors student progress toward meeting the challenging State academic standards through a robust, data-driven instructional framework. We implement a well-rounded academic program that aligns with TEKS standards using resources such as the McGraw Hill, Bluebonnet, TCMPC, iReady, and MAPS to support core subject instruction. We provide targeted support and interventions for all student groups, including English learners, students with disabilities, and those identified as at-risk, through differentiated instruction, blended learning platforms, RTI time, and designated accelerated instructional time. Our district utilizes formative and summative assessments such as STAAR/EOC, TELPAS, MAP, unit tests, and common assessments to monitor progress regularly. Students not meeting standards are identified through data collected in PLCs and data rooms, where instructional staff collaborate to analyze results and adjust instruction accordingly. Additionally, we implement high-yield strategies and instructional accommodations informed by classroom walkthroughs and program audits to improve academic outcomes. Through these efforts, we are committed to ensuring all students receive a high-quality education and to closing the achievement gap across student populations. (Pages 6-8, 29-30)

Descriptor 2: Teacher Quality

Brooks County ISD addresses teacher quality and disparities by implementing a comprehensive recruitment and retention strategy focused on equity and effectiveness. We actively participate in job fairs and extend our reach through alternative certification partnerships to attract diverse, high-caliber candidates. To retain teachers, especially in high-need areas, we provide financial incentives such as sign-on bonuses and retention stipends. We also offer year-round professional development that equips staff with research-based instructional strategies, particularly in literacy, writing, and differentiated instruction. Additionally, we prioritize placing highly effective teachers in schools serving higher percentages of low-income and minority students. These efforts are reinforced with initiatives under the Teacher Incentive Allotment to reward and retain top-performing educators based on performance data. (Pages 11-14)

Descriptor 3: School Improvement and Support Activities

Brooks County ISD implements targeted school improvement activities aligned with the TEA's accountability designations. We provide ongoing support to campuses identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support (ATS) by using evidence-based interventions and

monitoring plans through program audits and progress reviews. We coordinate Title I, Part A and Title II, Part A & Effective School Improvement resources to strengthen instructional practices, implement blended learning models, and promote capacity-building for school leaders. Professional development and coaching focus on closing achievement gaps, particularly for at-risk and special populations, ensuring alignment with federal and state improvement mandates. (Pages 25–30)

Descriptor 4: Measure of Poverty

Brooks County ISD uses the percentage of students eligible for free and reduced-price lunch under the National School Lunch Program as the primary poverty measure for selecting school attendance areas under Section 1113. This criterion ensures that Title I resources are directed toward campuses with the highest concentrations of economically disadvantaged students, allowing us to provide equitable educational opportunities and additional support to those most in need.

Brooks County ISD uses the percentage of students eligible for free and reduced-price meals as the poverty criterion for Title I, Part A allocations, as reflected in the resources and funding section of the District Improvement Plan (p. 4).

Descriptor 5: Nature of Programs

Brooks County ISD implements a Schoolwide program under Title I, Part A to address the academic needs of all students, especially those at risk. We provide supplemental instructional services, such as accelerated learning and credit recovery through programs like Edgenuity and Imagine Learning. (Pages 6–7, 30)

Descriptor 6: Services to Homeless Children and Youth

Brooks County ISD provides comprehensive services to homeless children and youth to support their enrollment, attendance, and academic success. We use Title I, Part A funds to offer individualized academic support, counseling, and access to resources such as school supplies and transportation. We coordinate closely with internal departments and external agencies to ensure seamless service delivery, as required under the McKinney-Vento Homeless Assistance Act. Homeless students' progress is tracked through individualized plans and data reviews to ensure they receive equitable access to a quality education. (Page 26)

Descriptor 7: Parent and Family Engagement Strategy

Brooks County ISD implements a comprehensive parent and family engagement strategy aligned with Title I, Part A requirements. We host recurring events such as Literacy Nights, Math Fairs, and curriculum workshops to foster parental involvement. Each campus convenes annual Title I meetings to explain program requirements and inform families of their right to be engaged. We provide multilingual newsletters, maintain regular communication through Parent Square, District website, and social media to actively recruit parent participants for decision-making committees. Through surveys and sign-in

documentation, we assess the effectiveness of these efforts and ensure they align with family needs across all student groups. (Pages 16-19)

Descriptor 8: Early Childhood Education Programs and Transition Plans

Brooks County ISD coordinates services and transitions between early childhood education programs and elementary schools to ensure continuity of learning. We partner with Head Start and organize campus tours for students transitioning from PK3 to PK4 and PK4 to Kindergarten. For special education students in early childhood settings, we implement the Unique Learning System and ensure access to grade-level content and support. Our transition plans include parent orientations and collaboration with community agencies to increase enrollment and family engagement during these key transitions. (Pages 29-54)

Descriptor 9: Identification of Eligible Children — Targeted Assistance Program

Brooks County ISD identifies eligible children for Targeted Assistance Programs through collaborative efforts involving teachers, administrators, parents, and support staff. We use assessment data such as STAAR, MAP, and benchmarks to pinpoint students most in need of academic support. Interventions are then tailored to these students through targeted instruction and services delivered by qualified staff, ensuring they receive the appropriate academic and emotional support necessary for success. These activities are coordinated with district leadership to maintain consistency and effectiveness. (Pages 6, 29–30)

Descriptor 10: Middle to High School/High School to Postsecondary Transitions

Brooks County ISD supports effective student transitions from middle to high school and from high school to postsecondary education through structured activities and partnerships. We facilitate orientation programs, provide college readiness courses, and host FASFA and College Aid Nights. We also administer assessments such as the PSAT and ACT, TSI and provide students with dual credit and CTE opportunities. Our counselors work with students and parents to plan graduation pathways and career goals, supporting informed transitions into higher education or technical training programs. (Pages 29,54–55)

Descriptor 11: Discipline Disproportionality

Brooks County ISD is committed to reducing the overuse of disciplinary practices that remove students from the classroom. We implement consistent disciplinary procedures guided by TASB standards, employ restorative practices, and use behavioral interventionists to address underlying issues. Our DAEP and ISS programs include instructional components to maintain academic continuity. Staff receive training through programs like Love & Logic, and we involve parents through regular communication to create a collaborative approach to behavior management. These efforts aim to foster equity, especially for historically marginalized groups. (Pages 9–10)

Descriptor 12: Coordination and Integration

Brooks County ISD supports the coordination and integration of academic and career/technical education through partnerships with postsecondary institutions and local

agencies. We promote CTE programs that lead to industry-recognized certifications and offer work-based learning opportunities through Gear Up and Texas Workforce Solutions. Our curriculum blends academic content with career readiness instruction, and counselors help students align their coursework with future career goals. These integrated strategies prepare students for success in both college and high-demand professions. (Pages 25–30)

Descriptor 13: Other Proposed Uses of Funds

Brooks County ISD proposes additional uses of Title I, Part A funds to enhance student learning and enrichment opportunities. We support gifted and talented identification and services, provide resources to enhance digital literacy through school libraries, and extend support services for migrant and at-risk students. Funds are also used for supplemental counseling and SEL programming, and for expanding extracurricular and academic opportunities that promote well-rounded student development. (Pages 25-30)

Brooks County ISD Parent and Family Engagement Policy

ESSA Section 1116 2025-2026



1. *Brooks County ISD* will reach out to all parents and family members and implement programs, activities, and procedures for the involvement of parents and family members in programs consistent with the requirements of ESSA Section 1116. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children. Section 1116 (a)(1)

BCISD will List types of communication:

- Translated into language(s) needed Describe translation procedure, The majority of parents speak English, those who do not speak English, but Spanish, a Spanish version of communication will be provided.
- Interpreter provided in needed languages: Spanish /English
- Translation software available in needed languages. Rosetta Stone
- Videos available on-line in needed languages
- Name of translation software program used: Microsoft /Google AI Translation

2. *Brooks County ISD* receives Title I, Part A funds. Our goal is to plan and implement effective parent and family involvement activities to improve student academic achievement and school performance. Therefore, Brooks County ISD will develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy. Section 1116 (a)(2)

- The policy shall be incorporated into the local educational agency's plan developed under section 1112 (District Improvement Plan, DIP),
- The policy will establish the LEA's expectations and objectives for meaningful parent and family involvement.

Brooks County ISD Parent & Family Engagement (PFE) policy will be reviewed (August 2025) at least once a school year. The role of parents is to help districts identify barriers and strategies that will lead to greater participation by parents in their students' academic achievements.

3. *Brooks County ISD* will: involve parents and family members in jointly developing the local educational agency plan (DIP) under section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of section 1111(d). Section 1116 (a)(2)(A)

Describe when the DIP is typically updated and the role of the parents in this process.

The LEA typically updates the DIP in the Spring of each year with parents playing a role as part of the District Educational Improvement Council (DEIC) which allows for parents input to assist in identifying strategies / activities that may remove the identified barriers for students and staff.

Brooks County ISD will provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the local educational agency, in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education. Section 1116 (a)(2)(B)

Describe how the LEA works with schools and the community to develop PFE strategies to work with parents for student success.

4. *Brooks County ISD* will coordinate and integrate parent and family engagement strategies under Title I, Part A, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents more fully participating in the education of their children; Section 1116 (a)(2)(C) and Section 1116 (e)(4)

Coordination and Integration: Brooks County ISD coordinates and integrates parent and family engagement strategies under Title I, Part A, in alignment with relevant Federal, State, and local laws and programs. This includes collaboration with public preschool programs and other initiatives to create a cohesive approach.

Activities and Programs: The district conducts various activities, such as parent resources and meetings, aimed at encouraging and supporting parents to more fully participate in their children's education. These initiatives are designed to enhance the overall educational experience and outcomes for students.

List examples of when the parent and family engagement strategies were coordinated and integrated.

5. *Brooks County ISD* will conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying— Section 1116 (a)(2)(D)

- barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);
- the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
- strategies to support successful school and family interactions.

• **Parent Workshops and Training:**

• The district organizes workshops and training sessions for parents on topics such as helping with homework, understanding curriculum changes, and supporting children's social-emotional development.

• **Family Literacy Programs:**

• Collaboration with local libraries and literacy organizations to provide family literacy programs that help parents and children develop reading and writing skills together.

• **Community Events:**

• Hosting community events bring together parents, students, teachers, and community members to foster a sense of unity and shared responsibility for student success.

• **Parent-Teacher Conferences:**

• Regularly scheduled parent-teacher conferences where parents can discuss their children's progress, set goals, and plan strategies for improvement in partnership with educators.

• **Online Portals and Communication Tools:**

• Implementation of online portals and communication tools that allow parents to stay informed about their children's academic performance, upcoming events, and school announcements.

• **Parent Resource Centers:**

• Establishment of parent resource centers that provide materials, information, and support services to help parents engage more effectively in their children's education.

These examples illustrate Brooks County ISD's commitment to integrating and coordinating PFE strategies to foster a supportive and engaging educational environment for students.

List actions, such as: when evaluation will be conducted, the position or person or committee that will conduct the evaluation and when the findings will be made public, and the role of parents.

6. *Brooks County ISD* will use the findings of such evaluation to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies; and Section 1116 (a)(2)(E)
- *BCID will conduct its evaluation in mid Spring.*
 - *The evaluation will be conducted by the LEAs DEIC with*
 - *finding be made public in the Summer, or early Fall.*

- *The role of parents*
- *Parent /Student/ Staff Surveys*

Describe the role of parents in designing and implementing evidence-based strategies, and the process the district will use to support these strategies.

7. *Brooks County ISD* will involve parents in the activities of the schools served under this part, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population for the purposes of developing, revising, and reviewing the parent and family engagement policy and provide such other reasonable support for parental involvement activities under this section as parents may request. Section 1116 (a)(2)(F) and Section 1116 (e)(14)

Brooks County ISD will build capacity for parental engagement in the following ways:

- Develop training for teachers, principals, and other educators to improve the effectiveness of such training. *ESSA 116 (e)(6)*
- Provide Literacy training from funds received under this if LEA has exhausted all other reasonably available sources of funding. *ESSA 116 (e)(7)*
- May pay reasonable and necessary expenses associated with local parental engagement activities, including transportation and childcare costs, to enable parents/families to participate in school-related meetings and training. *ESSA 116 (e)(8)*
- May train parents to enhance the engagement of other parents. *ESSA 116 (e)(9)*
- May arrange school meetings at a variety of times or conduct in-house conferences between teachers and other educators with parents/families who are unable to attend such conferences at school to maximize parental engagement and participation. *ESSA 116 (e)(10)*
- May adopt and implement model approaches to improving parents' engagement. *ESSA 116 (e)(11)*
- May establish a districtwide parent advisory council to provide advice on all matters related to parental engagement in programs supported under this section. *ESSA 116 (e)(12)*
- May adopt appropriate roles for community-based organizations and businesses in parental engagement activities. *ESSA 116 (e)(13)*

8. To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, *Brooks County ISD* shall: Section 1116 (e)

- (i) provide parents of children served by the local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and

local academic assessments, the requirements of the parent and family engagement program, and how to monitor a child's progress and work with educators to improve the achievement of their children; Section 1116 (e)(1)

a STAAR Talk

List resources and actions provided to assist parents.

- (ii) providing materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; Section 1116 (e)(2)

List resources and actions provided to assist parents.

- a Parent Portal
- b Parental Resource online
- c Parental Newsletter
- d District Calendar
- e Testing Calendar
- f Best practices for parents
- g Campus Parent & Family Engagement Meetings
- h Community -Meet Santa, Literacy Night, Night Out, Health Fair, FASFA Night, College Readiness, CTE, RISZ
- i Post on District Website-Accountability
 - Program services available on website
 - List of District and Campus Contact

- (iii) educating teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; Section 1116 (e)(3)

List activities such as book studies and PLCs focusing on parents and family engagement, professional development opportunities on-site or at other training venues, and Parent and Family Engagement Statewide Initiative resources available on the website.

- a. TEAs Educator Training PPT
- b. Teven M. Constantino, "Engage Every Family" Five simple Principles
- c. ESC 2 Parent Engagement Regional Conference 2026

d. District Educational Instruction Council

(iv) ensuring that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand; Section 1116 (e)(5)

Identify some of the documents that will be provided in Spanish or other languages as needed in reference to the LEA translation procedures, including the district PFE policy, the school PFE policy, the school-parent compact, parent's right to know letter, and PFE newsletters.

1. District Parent and Family Engagement (PFE) Policy:

- Available in Spanish and other languages to ensure all parents understand the district's commitment to family engagement.

2. School Parent and Family Engagement (PFE) Policy:

- Translated into Spanish and other languages to inform parents about the specific engagement strategies at the school level.

3. School-Parent Compact:

- Provided in multiple languages to outline the shared responsibilities of the school, parents, and students in achieving academic success.

4. Parent's Right to Know Letter:

- Available in Spanish and other languages to inform parents of their rights to know about teacher qualifications and other relevant information.

5. Parent and Family Engagement (PFE) Newsletters:

- Distributed in various languages to keep parents informed about PFE activities, events, and resources available to support their children's education.

These translations ensure that all parents, regardless of their primary language, can actively participate and engage in their children's education. If you need more details or further examples, feel free to let me know!

Although ESSA statute does not require the Local Education Agency Parent and Family Engagement Policy to be approved by the school board, the LEA may require Board adoption. Refer to your LEA "policy on policies" and follow the more restrictive requirement.

If required... This policy was adopted by Brooks County ISD Parents ON:

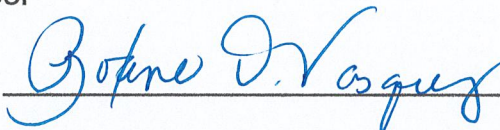
August 4, 2025 Lasater

August 5, 2025 Elementary & FIA

August 7, 2025 Junior High

September 7, 2025 High School

Signed by Authorized Official:



Date:

9/8/25

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