

Brenham Independent School District

Alton Elementary

2025-2026 Campus Improvement Plan



Mission Statement

Alton's Mission:

Growing Lifetime Learners

Brenham ISD Mission:

In collaboration with our families and community, Brenham Independent School District is committed to providing an exceptional education for all students.

Vision

Alton's Vision:

We will be the model school that cultivates lifetime learning

Brenham ISD Vision:

Brenham Independent School District...A proud community inspiring and encouraging excellence for ALL.

Value Statement

- To achieve high levels of learning, we will build strong, positive relationships with our students, colleagues, parents, and community members.
- We will be intentional with our time and effort to create engaging lessons to help all learners grow.
- All decisions we make will be made in the children's best interest.
- We will build trust and respect through active listening, approaching challenges with a positive solution-seeking mindset, and holding each other accountable during collaborations.
- We will celebrate our strengths and support one another as we grow as a community of learners.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

On (Date), the Campus Improvement Team of Alton Elementary School met to study and reflect on the [Campus Demographics and Student Programs](#) from the past three school years (2022-2023, 2023-2024, 2024-2025). After reviewing the data from the OnDataSuite the team reflected on the following questions:

How has the enrollment and ethnicity of students changed over the past three years?

- The total student population has slightly declined by seven students over three years (~1.45% decrease).
- Overall enrollment has had a slight downward trend, but it has remained relatively stable.
- Hispanic and White student populations have decreased modestly.
- The Black-African American student population has shown a notable increase (+12 students, ~ 16% growth).
- Students identifying as Two or More Races and Asian also increased, although their overall numbers remain small.
- Overall, the campus is becoming slightly more diverse, with slight increases across multiple minority groups.

How have the enrollment numbers in special programs changed over the last three years? Are we over- or underrepresented in certain groups when compared to the school district and the state?

- **Special Education:** Increasing trend (approx. 72 → 79 students); currently **overrepresented** compared to district/state averages (~16% vs. 12%)
- **Emergent Bilingual (EB):** Fluctuating numbers (approx. 88 → 87 students); **aligned with** state average (~18%) but **higher than district**
- **504 Program:** Steady growth but appears **underrepresented** (~5% vs. 10% statewide)
- **Dyslexia:** Identification rates have remained consistent over the last three years.
- **Gifted & Talented (GT):** Small growth (~4% of students); still **underrepresented** compared to district/state (~7–8%)
- **Economically Disadvantaged:** Gradual decline but remains high (~60%); aligned with state average.
- **At-Risk:** Stable population (around 310 students); remains a key group for support planning

Demographics Strengths

Despite slight fluctuations in enrollment, **Alton Elementary has maintained stable identification and support for students in key special programs** such as Emergent Bilingual (EB) and At-Risk. The consistent service levels across three years reflect a **commitment to sustaining interventions and programming** for high-need populations, even as the campus undergoes demographic shifts.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Students receiving Special Education services are above the district and state averages.

Root Cause: Students may not be receiving appropriate support to meet their full potential.

Student Learning

Student Learning Summary

On (Date), the Campus Improvement Team met to review the [2024-2025 STAAR data](#). The team analyzed our current STAAR scores and compared them to the results from 2022-2023 and 2023-2024 STAAR tests. When disaggregating the data, the team found:

2024-2025 STAAR

- 3rd-grade Math performance lags behind 4th grade, with only 44% of students meeting the standard, indicating a need for targeted support in foundational math skills.
- Less than half of all students in grades 3-4 are achieving at the "Meets" level in Math (49%), which is below both the district and regional averages.
- Reading performance is stronger than Math, especially in 4th grade, suggesting that current literacy strategies are practical and could serve as models for other content areas.
- Disaggregated data shows that [Special Education/ELL/Economically Disadvantaged] students are underperforming, indicating a need for differentiated instruction and additional resources.
- While Approaches rates are relatively high, the percentage of students achieving at the Master's level is low, showing a need to challenge advanced learners.

Three-Year Trend Analysis

- Over the past three years, 4th-grade Reading performance has shown strong upward growth, increasing from 47% Meets in 2023 to 55% in 2025, reflecting the successful implementation of new literacy supports.
- The 4th-grade math proficiency rate has improved from 47% to 53% Meeting or above, over the past three years, indicating the effectiveness of instructional strategies and student progress in upper elementary math.
- Third-grade math performance remains a significant concern, with 'Meets' rates hovering at or below 44% for three consecutive years, highlighting a need for foundational math interventions and additional teacher support at this grade level.
- While 3rd-grade Reading rebounded slightly in 2025, overall growth over the last three years is minimal, suggesting a need to examine vertical alignment and early literacy practices.
- Despite some positive gains, fewer than half of 3rd grade students are achieving Meets or Above in Math, and just over half in Reading, which is below both the district and region average. Targeted support and progress monitoring are needed to close these gaps.
- The increasing gap between 3rd and 4th-grade reading achievement indicates a need for a closer examination of 3rd-to-4th-grade transitions and instructional coherence.

Student Learning Strengths

- The campus has demonstrated notable improvement in 4th-grade Reading, with a nine-point increase in students meeting or exceeding grade level in 2025. This suggests that recent literacy strategies and interventions have been highly effective.

- Math achievement in 4th grade continues to rise, showing that focused professional learning and data-driven instruction are having a positive impact.
- Hispanic students in 3rd-grade Reading have shown consistent growth, indicating effective differentiation and culturally responsive practices.
- A high percentage of students are achieving at least Approaches, showing that Tier 1 instruction is ensuring foundational understanding campus-wide.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Less than 55% of students in grades 3 and 4 are achieving at the "Meets" or "Above" level on STAAR Reading and Math, with significant gaps persisting among African American, Special Education, and Economically Disadvantaged students.

Root Cause: Instructional practices and interventions may not have been aligned to address the foundational skill gaps of all student groups, particularly in early math and reading. Additionally, there is a need for more support for African American, Special Education, and Economically Disadvantaged students

Perceptions

Perceptions Summary

On (Date), the Campus Improvement Team analyzed the [Parent Survey for the 2025](#) school year.

Strengths

The following areas received the highest marks and most consistent positive feedback from parents:

- **Welcoming Environment:**
93% of parents feel “Very welcome” when they visit Alton Elementary.
- **Safety:**
84% “Strongly agree” that their child is safe at school; 16% “Agree.” No negative responses.
- **Teacher Care and Support:**
72% “Strongly agree” and 28% “Agree” that teachers care about their child and their success.
- **Respect and Responsiveness:**
84% say teachers and staff are “Always” respectful and responsive to concerns; 16% say “Most of the time.”
- **Academic and Social-Emotional Support:**
72% “Strongly agree” and 26% “Agree” that the school supports students’ emotional/social development.
- **Academic Growth:**
70% “Strongly agree” and 28% “Agree” that their child is learning and growing academically.
- **Enjoyment of School:**
65% “Strongly agree” and 35% “Agree” that their child enjoys coming to school.

Overall, these results reflect a warm, safe, and caring school culture where most parents feel supported, respected, and positive about their children’s academic and emotional development.

While overall responses are very positive, a few areas showed more variability or surfaced in parent comments:

- **Communication:**
While 65% feel the school communicates “Extremely well,” another 30% say only “Pretty well,” and 5% say “Not very well.” Some comments specifically mention inconsistent or unclear communication from teachers or the school.
- **Informing Parents About Academic Progress:**
70% feel “Very well informed,” but 28% only “Somewhat informed,” with one respondent feeling “Not very informed.” Comments echo a desire for more regular or detailed updates.
- **Differentiation and Academic Challenge:**
At least one parent wished for more opportunities for their child to be challenged academically or pushed further. This could suggest some students/families desire more enrichment or rigor.
- **Consistency Across Classrooms:**

Comments mention inconsistent responses from teachers or different levels of communication, indicating a possible need for more consistent expectations and practices campus-wide.

Perceptions Strengths

Summary of Overall Results

- The school is overwhelmingly seen as welcoming, safe, and supportive.
- Most parents feel their children are cared for, growing academically, and emotionally supported.
- Communication and consistency remain areas to monitor and address, though most parents are satisfied.
- There is an opportunity to enhance parent engagement by providing even more timely updates on student progress and ensuring all teachers use preferred communication methods.

Priority Problem Statements

Goals

Goal 1: Utilize coordinated curriculum that is implemented through effective instructional practices and increase student achievement through innovative, engaging learning experiences and effective instructional practices that address the needs of all students.

Performance Objective 1: Increased proficiency in K-2 students' early literacy skills and/or reading proficiency. Each grade level will focus on an essential area in mClass: Kindergarten - Decoding, 1st Grade - Accuracy and fluency, 2nd Grade - Comprehension. The goal for each grade level is to achieve 80% of our students' scores at or above grade-level standards, both in their focus area and their overall mClass performance.

HB3 Goal
Evaluation Data Sources: mClass - BOY, MOY, and EOY

Strategy 1 Details	Reviews		
Strategy 1: All Alton students will engage daily with TEKS-aligned, high-quality instructional materials (HQIM), and assessments that support learning at appropriate levels of rigor. Strategy's Expected Result/Impact: Foundational reading skills in K-2 will improve, early literacy gaps will close more quickly, and more students will meet or exceed grade-level expectations by the end of each year. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Classroom Teachers. Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		Summative
	Jan	Mar	June

Strategy 2 Details		Reviews		
Strategy 2: Implement required components of HB3 as it relates to foundational reading practices, specifically concise, direct, explicit, and systematic phonics instruction with ample opportunities to practice and cumulative review through using the high-quality instructional materials HMH. Strategy's Expected Result/Impact: The anticipated result is an increased percentage of PK-2 students performing at/above grade level expectations in reading achievement measurements. Staff Responsible for Monitoring: Campus Principals Instructional Coach Classroom Teachers Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative		Summative
		Jan	Mar	June
Strategy 3 Details		Reviews		
Strategy 3: Implement the Professional Learning Community (PLC) Cluster Cycles to strengthen Tier 1 instruction by embedding the Steps to Effective Learning into every PLC agenda. PLCs will: (1) identify student learning needs using evidence of student work and assessments; (2) obtain new instructional strategies aligned to standards; (3) develop expertise through modeling, practice, and peer coaching; (4) apply strategies in classrooms with monitoring and feedback; and (5) evaluate student work and results to determine next instructional steps. Strategy's Expected Result/Impact: Students will demonstrate measurable growth from BOY to EOY on TEKS Ready, District Progress Measures, mClass, and STAAR. Staff Responsible for Monitoring: School Principals Instructional Coach Classroom Teachers Title I: 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative		Summative
		Jan	Mar	June

Strategy 4 Details		Reviews		
Strategy 4: Establish & implement a campus observation and feedback cycle focused on improving Tier 1 instruction by providing teachers with frequent, targeted coaching aligned to T-TESS dimensions, student work analysis, and lesson planning with high-quality instructional materials (HQIM). Strategy's Expected Result/Impact: Consistent, high-quality instructional delivery across all classrooms will lead to increased student engagement, improved alignment to TEKS, and more effective use of instructional time. Staff Responsible for Monitoring: Cmapus Principals Instructional Coach Classroom teachers Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative		Summative
		Jan	Mar	June
Strategy 5 Details		Reviews		
Strategy 5: Collaborate with the Literacy Committee to write and implement the Brenham ISD Literacy Framework, grounded in Research-Based Instructional Strategies (RBIS) to strengthen Tier 1 literacy instruction. Strategy's Expected Result/Impact: District and Campus Leaders and Teachers will have clear guidance for delivering foundational skills, language development, comprehension, and writing within Tier 1 instruction, leading to stronger instructional alignment, more effective interventions, and measurable improvement in student outcomes. Staff Responsible for Monitoring: Chief Academic Officer Elementary Curriculum Coordinator District Instructional Specialist Campus Principals Instructional Coach Classroom Teachers Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative		Summative
		Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Utilize coordinated curriculum that is implemented through effective instructional practices and increase student achievement through innovative, engaging learning experiences and effective instructional practices that address the needs of all students.

Performance Objective 2: Alton will increase the number of students performing at Meets level according to the Texas Accountability System by June of 2026. In Math, for meets, moving from 50% to 80%; In RLA, for meets, moving from 54% to 80%.

High Priority

Evaluation Data Sources: STAAR data
TAPR
TIA Assessments

Strategy 1 Details	Reviews		
Strategy 1: Alton students will engage daily with TEKS-aligned, high-quality instructional materials (HQIM), and assessments that support learning at appropriate levels of rigor. Strategy's Expected Result/Impact: Increase % students performing at or above grade level standard in reading & math (as measured by STAAR and EOY assessments) Staff Responsible for Monitoring: Campus Principals Instructional Coach Classroom Teachers Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		Summative
	Jan	Mar	June

Strategy 2 Details	Reviews		
Strategy 2: Implement the Professional Learning Community (PLC) Cluster Cycle to strengthen Tier 1 instruction by embedding the Steps to Effective Learning into every PLC agenda. PLCs will: (1) identify student learning needs using evidence of student work and assessments; (2) obtain new learning on high -impact instructional strategies aligned to curriculum standards; (3) develop expertise through modeling, practice, and peer coaching; (4) apply strategies in classrooms with monitoring and feedback; and (5) evaluate student work and results to determine next instructional steps. Strategy's Expected Result/Impact: PLC Framework will lead to improved instructional practices, enhanced collaboration among teachers, and increased professional growth. Staff Responsible for Monitoring: Campus Principals Instructional Coach Classroom teachers Title I: 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		Summative
	Jan	Mar	June
Strategy 3 Details	Reviews		
Strategy 3: Establish campus and district data monitoring systems that prioritize closing achievement gaps for TEA-reported student populations by monitoring student progress toward Meets, providing timely interventions, and ensuring access to high-quality instruction using high-quality resources. Strategy's Expected Result/Impact: Consistent, high-quality instructional delivery across all classrooms will lead to increased student engagement, improved alignment to TEKS, and more effective use of instructional time. Staff Responsible for Monitoring: Campus Principals Instructional Coach Classroom teachers Title I: 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		Summative
	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Utilize coordinated curriculum that is implemented through effective instructional practices and increase student achievement through innovative, engaging learning experiences and effective instructional practices that address the needs of all students.

Performance Objective 3: Alton will increase the number of students scoring a 5 or higher in writing in extended constructed responses in all grades as measured on the Texas Accountability System from ?

Evaluation Data Sources: 2026 STAAR ELAR Assessment
Campus Progress Measures

Strategy 1 Details		Reviews		
Strategy 1: Engage in consistent review, calibrating, and scoring of student writing, including ECRs, using the state rubric after DPMS, class assignments, benchmark assessments, and previous year STAAR results. Staff Responsible for Monitoring: Campus Principals Instructional Coach Calsroom Teachers Title I: 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative		Summative
		Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Develop responsible, respectful, and collaborative students by fostering student engagement and regular attendance to support personal and community success.

Performance Objective 1: Alton Elementary will increase our attendance rate to an Average Daily Attendance Rate from 95% in the 2024-2025 school year to 97% for the 2025-2026 school year.

High Priority
Evaluation Data Sources: 9 Weeks Data Reports by campus
6 Weeks FTE Reports

Strategy 1 Details	Reviews		
Strategy 1: Utilize the use of Parent Square to notify parents of student absences at 9:00 am for the pre-attendance message and at 10:00 am for the official attendance absent message, and to notify parents of needed notes and allow parents to submit those through the platform. Strategy's Expected Result/Impact: Reduction in the number of absences and unexcused absences Staff Responsible for Monitoring: Campus Principals PEIM Clerk Classroom teachers	Formative		Summative
	Jan	Mar	June
Strategy 2 Details	Reviews		
Strategy 2: Campus Principals will receive weekly attendance reports from the PEIMS attendance staff member(s) to closely monitor attendance posting discrepancies for assigned discipline out-of-placements and potential truant candidates. Strategy's Expected Result/Impact: Reduction in the number of chronically absent students Staff Responsible for Monitoring: Campus principals	Formative		Summative
	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Develop responsible, respectful, and collaborative students by fostering student engagement and regular attendance to support personal and community success.

Performance Objective 2: Alton Elementary will reduce out-of-school suspensions and decrease discretionary discipline referrals students, through implementation of responsive behavior supports, and consistent positive behavior interventions and supports across all campuses.

High Priority
Evaluation Data Sources: MTSS Data
504 Services Plans
BIPs

Strategy 1 Details		Reviews		
Strategy 1: Implement and reinforce a campus-wide EBIS framework with clearly defined behavior expectations that are explicitly taught, modeled, and positively reinforced through consistent routines, visuals, and incentives at all grade levels. Strategy's Expected Result/Impact: Reduced the number of MTSS behavior referrals/sped behavior referrals/ and 504 behavior referrals Increased teacher skills in classroom behavior management Build teacher Classroom management skills Build teacher behavioral intervention skills Staff Responsible for Monitoring: Campus Principals EBIS Committee Classroom Teachers ESF Levers: Lever 3: Positive School Culture		Formative		Summative
		Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Develop responsible, respectful, and collaborative students by fostering student engagement and regular attendance to support personal and community success.

Performance Objective 3: Increase the number of opportunities to strengthen parent and family engagement in Title I schools by 20% through the implementation of ESSA-compliant activities such as annual Title I meetings, accessible parent workshops, and collaborative development of school-parent compacts.

Evaluation Data Sources: As evidenced by sign-in sheets, parental and family engagement at each of the Title I campuses will increase.

Strategy 1 Details	Reviews		
Strategy 1: Maintain and regularly update both district and campus-level activity calendars to ensure transparency, alignment, and accessibility. Strategy's Expected Result/Impact: Increased Parent & Community Participation Staff Responsible for Monitoring: Campus Principals ESF Levers: Lever 3: Positive School Culture	Formative		Summative
	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue			

Goal 3: Provide a safe & secure environment at all BISD facilities

Goal 4: Cultivate a positive school-wide culture that promotes high expectations, well-being, engagement, and the success of students and staff.

Performance Objective 1: Alton Elementary will increase the recruitment, support, and retention of high-quality, certified teachers by implementing targeted strategies that improve hiring practices, enhance professional development, and foster a positive work environment.

Evaluation Data Sources: Culture and Climate Survey to solicit feedback from teachers, school leaders, and the community to guide improvements and communicate successes.

Goal 4: Cultivate a positive school-wide culture that promotes high expectations, well-being, engagement, and the success of students and staff.

Performance Objective 2: Every teacher will demonstrate measurable growth on the T-TESS evaluation, with each teacher improving by at least one level (Distinguished, Accomplished, Proficient, Developing) in one or more T-TESS domains (Planning, Instruction, Learning Environment, or Professional Practices and Responsibilities).

Evaluation Data Sources: T-TESS Evaluation Data

Appraiser notes from walk-throughs, post-observation conferences to capture qualitative evidence

Strategy 1 Details	Reviews		
Strategy 1: Provide professional learning for all evaluators to enhance their skills in conducting frequent and consistent classroom observations, identifying targeted action steps for teacher growth, delivering actionable feedback, and ensuring follow-up support to improve teacher effectiveness and student achievement. Strategy's Expected Result/Impact: As a result of more effective evaluations, feedback, and support, teachers will enhance their instructional practices, which should lead to increased student learning and growth. This is also a retention strategy because teachers stay when they are supported. The goal is to help teachers through feedback to improve the overall quality of teaching, which will contribute to better student performance, learning outcomes, and teacher retention. Staff Responsible for Monitoring: Campus Principals ESF Levers: Lever 3: Positive School Culture	Formative		Summative
	Jan	Mar	June
Strategy 2 Details	Reviews		
Strategy 2: The Instructional Leadership Team analyzes T-TESS walk-through and evaluation data to identify performance trends, then allocates targeted time in Professional Learning Communities (PLCs) for teachers to collaboratively discuss instructional strategies, share best practices, and address classroom challenges aligned with T-TESS domains. Strategy's Expected Result/Impact: Improve teachers' ability to demonstrate growth in specific T-TESS domains and dimensions Staff Responsible for Monitoring: Campus Principals	Formative		Summative
	Jan	Mar	June
Strategy 3 Details	Reviews		
Strategy 3: Provide targeted support for teachers to achieve individual growth in their T-TESS instructional goals by utilizing campus Instructional Coach. Strategy's Expected Result/Impact: Enhanced teacher understanding and application of the T-TESS rubric. Improved instructional practices leading to better student learning outcomes. Staff Responsible for Monitoring: Campus Principals Instructional Coaches	Formative		Summative
	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Christine Johnson	10/20/2025	Mary Gold	10/15/2025
Child Abuse and Neglect	Christine Johnson	10/20/2025	Mary Gold	10/15/2025
Coordinated Health Program	Ali Seilheimer	10/20/2025	Mary Gold	10/15/2025
Decision-Making and Planning Policy Evaluation	Christine Johnson	10/20/2025	Mary Gold	10/15/2025
Disciplinary Alternative Education Program (DAEP)	Christine Johnson	10/20/2025	Mary Gold	10/15/2025
Dropout Prevention	Jennifer Griffin	10/20/2025	Mary Gold	10/15/2025
Dyslexia Treatment Program	Kelly Fontenot	10/20/2025	Mary Gold	10/15/2025
Pregnancy Related Services	Deborah Saunders	10/20/2025	Mary Gold	10/15/2025
Post-Secondary Preparedness	Sara Borchgardt	10/20/2025	Mary Gold	10/15/2025
Recruiting Teachers and Paraprofessionals	Christine Johnson	10/20/2025	Mary Gold	10/15/2025
Student Welfare: Crisis Intervention Programs and Training	Joseph Merkley	10/20/2025	Mary Gold	10/15/2025
Student Welfare: Discipline/Conflict/Violence Management	Christine Johnson	10/20/2025	Mary Gold	10/15/2025
Texas Behavior Support Initiative (TBSI)	Christine Johnson	10/20/2025	Mary Gold	10/15/2025
Technology Integration	Brittni Kalich	10/20/2025	Mary Gold	10/15/2025
Job Description for Peace Officers, Resource Officers & Security Personnel	Christine Johnson	10/20/2025	Mary Gold	10/15/2025