

Brenham Independent School District

Brenham Elementary

2025-2026 Campus Improvement Plan

Accountability Rating: B

Distinction Designation

Academic Achievement in Mathematics

Top 25 Percent: Comparative Academic Growth



Mission Statement

Campus Mission

In collaboration with our families and community, we are encouraging all to 'Be Nice and Work Hard' so we can grow every student to their fullest potential.

District Mission

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

Vision

Campus Vision

Brenham Elementary, where we achieve excellence together

District Vision

Brenham ISD... A proud community inspiring and encouraging excellence for ALL.

Value Statement

We will regard all students as our students.

We will hold students to high academic standards and behavioral expectations regardless of background, label, or past experiences.

We are committed to a safe, trusting, and collaborative environment

We are committed to data-driven decision-making

We will be open to and ready to learn from others as professionals and colleagues.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Brenham Elementary School is a rural campus in Brenham, Texas, serving approximately 500 students in Kindergarten through 4th grade. While overall enrollment has remained relatively stable, the campus experienced a slight decline in student population from the 2023–2024 school year. Student demographic data has remained consistent during this same period.

The Brenham Elementary leadership team collaborates with the campus instructional coach and district personnel to ensure the implementation of research-based best practices and the use of high-quality instructional materials to support effective teaching and learning. Teachers receive ongoing support through Professional Learning Communities (PLCs) and instructional coaching, fostering collaboration and continuous professional growth.

In addition, Brenham Elementary closely monitors student attendance and engages families in proactive efforts to address attendance concerns. These measures are designed to promote regular school attendance, which is critical to student success and overall campus achievement.

School Population	2023-2024	2024-2025	2025-2026
Total Students	536	513	499
Kindergarten	93	80	105
1st Grade	112	95	86
2nd Grade	102	124	92
3rd Grade	123	96	122
4th Grade	106	118	94

Student Demographics	2023-2024		2024-2025		2025-2026	
	Number	Percentage	Number	Percentage	Number	Percentage
Female	258	48%	257	50%	254	51%
Male	278	52%	256	50%	244	49%
Hispanic	192	36%	195	38%	193	39%
African American	125	23%	130	25%	117	23%

Student Demographics	2023-2024		2024-2025		2025-2026	
White	187	35%	153	30%	155	31%
Asian	4	1%	2	.5%	3	.6%
Economically Disadvantaged	361	67%	336	66%	310	62%
Special Education	88	16%	100	19%	93	19%
Gifted and Talented	6	1%	8	2%	5	1%
504	29	5%	36	7%	25	5%
Dyslexia	40	7%	33	6%	31	6%
At Risk	75	14%	201	39%	32	6%

Demographics Strengths

Stable Enrollment and Demographics - Student enrollment has declined in the past couple of years, but has overall experienced very minor fluctuations from year to year. This allows targeted interventions and support systems to continue without major adjustments.

Strong Family Engagement - A High level of parental involvement in school activities, PTO, and family events strengthens the home-school connection.

Diverse Student Population - The diversity of the student population creates opportunities for students to learn from one another's backgrounds and experiences. Teachers have experience working with a varied cultural and socioeconomic group

Problem Statements Identifying Demographics Needs

Problem Statement 1: Brenham Elementary has a significantly higher percentage of students with special education needs compared to the state average.

Student Learning

Student Learning Summary

Our Instructional Leadership Team met to discuss the following school data from the 2024-2025 school year. The data that was reviewed was:

-2024-2025 STAAR Data

-202402025 Brenham Elementary received 2 distinctions: Academic Achievement in Mathematics and Top 25%: Comparative Academic Growth

In 2025, Brenham Elementary received an overall accountability rating of a B.

The following data is from the Texas Education Agency

When reviewing STAAR data in the approaches, meets, and masters performance level, please review the criteria for each category

- Approaches - indicate that students are likely to succeed in the next grade level with targeted academic interventions
- Meets - indicates that students are likely to succeed in the next grade level, but may need some short-term, targeted interventions
- Masters - indicates that students have mastered all grade-level content and have a high probability of success in the next grade level without interventions

Texas Education Agency
2025 STAAR Performance
 BRENHAM EL (239901102) - BRENHAM ISD - WASHINGTON COUNTY

Calculation Report

STAAR Performance	Reading/Language Arts (RLA)	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	206	206	-	-	412	
Approaches GL or Above	159	143	-	-	302	73%
Meets GL or Above	89	92	-	-	181	44%
Masters GL	37	46	-	-	83	20%
Total Percentage Points						137%
Component Score						46

Data Table: Accountability Groups

Accountability Groups										
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^	
All Subjects										
Percent of Tests										
At Approaches GL Standard or Above	73%	58%	77%	85%	-	-	-	62%	66%	
At Meets GL Standard or Above	44%	24%	45%	63%	-	-	-	35%	33%	
At Masters GL Standard	20%	7%	24%	29%	-	-	-	12%	13%	
Number of Tests										
At Approaches GL Standard or Above	302	65	112	109	-	-	-	16	198	
At Meets GL Standard or Above	181	27	65	80	-	-	-	9	101	

At Masters GL Standard	83	8	35	37	-	-	-	3	40
Total Tests	412	112	146	128	-	-	-	26	302
Reading/Language Arts (RLA)									
Percent of Tests									
At Approaches GL Standard or Above	77%	64%	82%	88%	-	-	-	54%	70%
At Meets GL Standard or Above	43%	27%	44%	61%	-	-	-	23%	31%
At Masters GL Standard	18%	9%	22%	22%	-	-	-	15%	14%
Number of Tests									
At Approaches GL Standard or Above	159	36	60	56	-	-	-	7	105
At Meets GL Standard or Above	89	15	32	39	-	-	-	3	47
At Masters GL Standard	37	5	16	14	-	-	-	2	21
Total Tests	206	56	73	64	-	-	-	13	151
Mathematics									
Percent of Tests									
At Approaches GL Standard or Above	69%	52%	71%	83%	-	-	-	69%	62%
At Meets GL Standard or Above	45%	21%	45%	64%	-	-	-	46%	36%
At Masters GL Standard	22%	5%	26%	36%	-	-	-	8%	13%
Number of Tests									
At Approaches GL Standard or Above	143	29	52	53	-	-	-	9	93
At Meets GL Standard or Above	92	12	33	41	-	-	-	6	54
At Masters GL Standard	46	3	19	23	-	-	-	1	19
Total Tests	206	56	73	64	-	-	-	13	151

Image Caption

Additional Student Groups															
	All Students	Econ Disadv	Non-Econ Disadv	G/T	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Highly Mobile *	Foster	Homeless	Migrant	
All Subjects															
Percent of Tests															
At Approaches GL Standard or Above	73%	67%	87%	100%	40%	40%	33%	93%	75%	69%	*	-	*	-	
At Meets GL Standard or Above	44%	33%	66%	100%	20%	20%	11%	93%	46%	37%	*	-	*	-	
At Masters GL Standard	20%	14%	33%	75%	10%	10%	1%	79%	22%	13%	*	-	*	-	
Number of Tests															
At Approaches GL Standard or Above	302	186	116	12	4	4	38	13	234	68	*	-	*	-	
At Meets GL Standard or Above	181	93	88	12	2	2	13	13	145	36	*	-	*	-	
At Masters GL Standard	83	39	44	9	1	1	1	11	70	13	*	-	*	-	
Total Tests	412	278	134	12	10	10	116	14	314	98	*	-	*	-	
Reading/Language Arts (RLA)															
Percent of Tests															
At Approaches GL Standard or Above	77%	71%	91%	100%	40%	40%	34%	86%	78%	76%	*	-	*	-	
At Meets GL Standard or Above	43%	32%	67%	100%	40%	40%	7%	86%	46%	33%	*	-	*	-	
At Masters GL Standard	18%	14%	25%	50%	20%	20%	2%	57%	19%	14%	*	-	*	-	
Number of Tests															
At Approaches GL Standard or Above	159	98	61	6	2	2	20	6	122	37	*	-	*	-	
At Meets GL Standard or Above	89	44	45	6	2	2	4	6	73	16	*	-	*	-	
At Masters GL Standard	37	20	17	3	1	1	1	4	30	7	*	-	*	-	
Total Tests	206	139	67	6	5	5	58	7	157	49	*	-	*	-	
Mathematics															
Percent of Tests															
At Approaches GL Standard or Above	69%	63%	82%	100%	40%	40%	31%	100%	71%	63%	*	-	*	-	
At Meets GL Standard or Above	45%	35%	64%	100%	0%	0%	16%	100%	46%	41%	*	-	*	-	
At Masters GL Standard	22%	14%	40%	100%	0%	0%	0%	100%	25%	12%	*	-	*	-	
Number of Tests															
At Approaches GL Standard or Above	143	88	55	6	2	2	18	7	112	31	*	-	*	-	
At Meets GL Standard or Above	92	49	43	6	0	0	9	7	72	20	*	-	*	-	
At Masters GL Standard	46	19	27	6	0	0	0	7	40	6	*	-	*	-	
Total Tests	206	139	67	6	5	5	58	7	157	49	*	-	*	-	

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		84	B	
Student Achievement		74	C	0%
STAAR Performance	46	74		
College, Career and Military Readiness				
Graduation Rate				
School Progress		89	B	70%
Academic Growth	79	89	B	✓
Relative Performance (Eco Dis: 65.4%)		77	C	
Closing the Gaps	40	72	C	30%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2025	77%	69%	74%	50%	76%	93%	-	-	-	50%	31%	*	76%	65%	64%	*
	2024	74%	66%	74%	65%	80%	81%	-	-	-	50%	35%	80%	77%	69%	69%	*
At Meets Grade Level or Above	2025	52%	42%	41%	23%	39%	59%	-	-	-	33%	10%	*	46%	18%	31%	*
	2024	48%	36%	38%	21%	49%	45%	-	-	-	17%	4%	40%	39%	34%	30%	*
At Masters Grade Level	2025	23%	19%	17%	5%	21%	21%	-	-	-	17%	3%	*	19%	6%	13%	*
	2024	21%	14%	17%	12%	14%	24%	-	-	-	17%	4%	20%	20%	11%	14%	*
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2025	71%	60%	58%	23%	63%	79%	-	-	-	50%	21%	*	62%	41%	48%	*
	2024	70%	61%	68%	65%	66%	79%	-	-	-	33%	39%	80%	70%	66%	61%	*
At Meets Grade Level or Above	2025	46%	35%	27%	5%	29%	45%	-	-	-	17%	10%	*	31%	12%	19%	*
	2024	42%	29%	31%	15%	34%	43%	-	-	-	17%	4%	60%	33%	26%	21%	*
At Masters Grade Level	2025	19%	15%	13%	0%	13%	24%	-	-	-	0%	0%	*	15%	0%	6%	*
	2024	15%	11%	15%	12%	9%	24%	-	-	-	17%	4%	40%	17%	11%	9%	*

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Grade 4 Reading																	
At Approaches Grade Level or Above	2025	81%	78%	80%	74%	89%	83%	-	-	-	57%	38%	*	80%	81%	76%	*
	2024	81%	81%	89%	74%	91%	95%	-	*	-	*	63%	*	92%	80%	85%	*
At Meets Grade Level or Above	2025	54%	43%	45%	29%	49%	63%	-	-	-	14%	3%	*	47%	41%	32%	*
	2024	51%	50%	58%	35%	59%	69%	-	*	-	*	32%	*	61%	45%	46%	*
At Masters Grade Level	2025	24%	18%	19%	12%	23%	23%	-	-	-	14%	0%	*	19%	19%	16%	*
	2024	23%	23%	22%	4%	18%	33%	-	*	-	*	5%	*	21%	25%	10%	*
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2025	69%	66%	79%	71%	80%	86%	-	-	-	86%	41%	*	81%	75%	76%	*
	2024	69%	77%	90%	70%	97%	98%	-	*	-	*	68%	*	93%	80%	85%	*
At Meets Grade Level or Above	2025	47%	47%	59%	32%	63%	80%	-	-	-	71%	21%	*	61%	56%	49%	*
	2024	46%	58%	79%	52%	85%	88%	-	*	-	*	47%	*	80%	75%	69%	*
At Masters Grade Level	2025	24%	24%	31%	9%	40%	46%	-	-	-	14%	0%	*	35%	19%	20%	*
	2024	21%	29%	41%	22%	29%	60%	-	*	-	*	5%	*	44%	30%	27%	*

STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above

3rd Graders																	
Reading and Mathematics	2025	39%	30%	23%	5%	21%	41%	-	-	-	17%	10%	*	26%	12%	14%	*
	2024	35%	25%	28%	15%	31%	38%	-	-	-	17%	4%	40%	29%	26%	20%	*
Reading and Mathematics Including EOC	2025	39%	30%	23%	5%	21%	41%	-	-	-	17%	10%	*	26%	12%	14%	*
	2024	35%	25%	28%	15%	31%	38%	-	-	-	17%	4%	40%	29%	26%	20%	*
Reading Including EOC	2025	52%	42%	41%	23%	39%	59%	-	-	-	33%	10%	*	46%	18%	31%	*
	2024	48%	36%	38%	21%	49%	45%	-	-	-	17%	4%	40%	39%	34%	30%	*
Math Including EOC	2025	46%	35%	27%	5%	29%	45%	-	-	-	17%	10%	*	31%	12%	19%	*
	2024	42%	29%	31%	15%	34%	43%	-	-	-	17%	4%	60%	33%	26%	21%	*
4th Graders																	
Reading and Mathematics	2025	40%	35%	40%	21%	43%	60%	-	-	-	14%	3%	*	42%	34%	25%	*
	2024	38%	42%	54%	30%	53%	67%	-	*	-	*	16%	*	57%	40%	40%	*
Reading and Mathematics Including EOC	2025	40%	35%	40%	21%	43%	60%	-	-	-	14%	3%	*	42%	34%	25%	*
	2024	38%	42%	54%	30%	53%	67%	-	*	-	*	16%	*	57%	40%	40%	*
Reading Including EOC	2025	54%	43%	45%	29%	49%	63%	-	-	-	14%	3%	*	47%	41%	32%	*
	2024	51%	50%	58%	35%	59%	69%	-	*	-	*	32%	*	61%	45%	46%	*
Math Including EOC	2025	47%	47%	59%	32%	63%	80%	-	-	-	71%	21%	*	61%	56%	49%	*
	2024	46%	58%	79%	52%	85%	88%	-	*	-	*	47%	*	80%	75%	69%	*

Data Analysis Narrative – Accountability Groups

Analysis of campus accountability data reveals notable performance trends and achievement gaps among student groups. Overall, 73% of students performed at the *Approaches Grade Level* standard or above, 44% met the *Meets Grade Level* standard, and 20% achieved *Masters Grade Level*. While the overall performance reflects moderate success, subgroup analysis highlights areas of concern and opportunities for growth.

White students consistently demonstrate the highest performance across all subjects, with 85% at Approaches, 63% at Meets, and 29% at Masters. Hispanic students perform slightly below the overall average (77% Approaches, 45% Meets, 24% Masters), while African American students perform significantly lower, with 58% at Approaches, 24% at Meets, and only 7% at Masters. The performance of students identified as Two or More Races also trends below the campus average. These results indicate a persistent achievement gap of 30–40 percentage points between White and African American students at every performance level.

Subject-level analysis shows stronger overall performance in Reading/Language Arts, where 77% of students met the Approaches standard, compared to 69% in Mathematics. However, Mathematics showed slightly higher performance at the Masters level (22% vs. 18%), suggesting that while foundational literacy skills are more widely achieved, students may engage in deeper conceptual understanding and problem solving in math at higher levels.

Students in the High Focus accountability group (economically disadvantaged, special education, and English learners) perform below the campus average, with only 66% at Approaches, 33% at Meets, and 13% at Masters. These gaps highlight the need for targeted interventions, differentiated instruction, and progress monitoring to support movement from Approaches to Meets and Masters levels.

In summary, while the campus demonstrates solid overall performance, significant equity gaps remain across student groups. The data suggest a continued focus on closing performance gaps through targeted small-group instruction, culturally responsive teaching strategies, and enrichment opportunities that promote higher-level mastery for all students.

Throughout the 2025 -2026 school year, professional development and school improvement efforts will align with the district's key instructional focus area:

- Strengthening Professional Learning Communities (PLC)

- Using High Quality Instructional Materials (HQIM) and adopted curriculum resources
- Implementing consistent observation and feedback cycles
- Prioritizing data-driven instruction through regular analysis of student work
- Promoting continuous professional learning and growth

Perceptions

Perceptions Summary

The following questions were asked for the BES parent survey (51 responses)

Question	Extremely Well	Well	Minimal	Not Well
How welcome do you feel when you visit Brenham Elementary?	47	2	0	0
How well does the school communicate with you about your child's education?	35	10	5	1
My child enjoys coming to school	31	17	3	0
I feel my child is learning and growing academically at Brenham Elementary.	37	13	0	0
How well are you informed about your child's academic progress?	36	11	4	0
My child's teacher cares about them and their success.	41	9	0	0
Teachers and staff are respectful and responsive when I have a concern	40	7	4	0
I believe my child is safe at school	41	10	0	0
The school supports my child's emotional and social development.	38	11	1	0

Our Instructional Leadership team discussed the results and found that

- Parents feel the school is very safe and well taken care of
- Parents think their children are safe, and teachers take good care of their children at BES
- The school is a clean and friendly place for its students
- Teachers adequately prepare students for the next grade level
- A few areas for improvement include being more responsive when concerns arise and informing parents about their child's academic progress.

Brenham Elementary Discipline Referrals by Year

<u>School Year</u>	<u>Number of Referrals</u>
2022-2023	70
2023-2024	39
2024-2025	50

Overall, for the past few years, our discipline referrals have remained relatively constant. This could be attributed to our EBIS Committee and consistent rules and student expectations.

Brenham Elementary Attendance By School Year/Grade Level

School Year	2022-2023	2023-2024	2024-2025
Overall	95.1%	94.77%	95.09%
Kindergarten	94.84%	94.47%	94.99%
1st Grade	94.80%	94.45%	95.35%
2nd Grade	94.41%	94.53%	94.81%
3rd Grade	95.56%	94.47%	95.35%
4th Grade	95.87%	95.94%	95.09%

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Communication with parents beyond Parent Square

Root Cause: Much easier and quicker to contact parents on Parent Square

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- T-TESS data
- Support structures: mentors

- Teacher recruitment/retention rates and other data

Parent/Community Data

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

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: Increase proficiency in K-2 students' early literacy skills and/or reading proficiency. Kinder - at 2025-2026 BOY, 26% were at or above Grade Level; goal for the 2026 EOY = 80%; Grade 1 - in Kindergarten 76% were at or above Grade Level at 2025 EOY; goal for 2026 EOY = 85%; Grade 2 - in Grade 1, 71% were at or above Grade Level at 2025 EOY; goal for 2026 = 85%

HB3 Goal

Evaluation Data Sources: MCLASS

Strategy 1 Details	Reviews		
<p>Strategy 1: Brenham Elementary students will engage daily with TEKS-aligned, high-quality instructional materials (HQIM), and assessments that support learning at appropriate levels of rigor.</p> <p>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</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
	Jan	Mar	June
Strategy 2 Details	Reviews		
<p>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 cumulative review through using the high-quality instructional material HMH.</p> <p>Strategy's Expected Result/Impact: The anticipated result is an increase in the percentage of K-2 students performing at or above grade-level expectations in the measurement of reading achievement.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Reading Interventionist</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
	Jan	Mar	June

Strategy 3 Details	Reviews		
<p>Strategy 3: Implement the Professional Learning Community (PLC) Cluster Cycles to strengthen Tier 1 instruction by embedding the Steps to Effective Learning in every PLC agenda. PLCs will 1. Identify student learning needs using evidence of student work and assessment 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 5. Evaluate student work and results to determine next instructional steps</p> <p>Strategy's Expected Result/Impact: Students will demonstrate measurable growth from BOY to EOY on TEKS Ready, District Progress Measures and STAAR</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		Summative
	Jan	Mar	June
Strategy 4 Details	Reviews		
<p>Strategy 4: Establish and implement a districtwide 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)</p> <p>Strategy's Expected Result/Impact: Consistent, high-quality instruction delivery across all classrooms will lead to increased student engagement, improved alignment to TEKS, and more effective use of instructional time.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
	Jan	Mar	June
Strategy 5 Details	Reviews		
<p>Strategy 5: Implement reading program, Really Great Reading, in grades K-2 for targeted instruction for students determined to at risk for dyslexia.</p> <p>Strategy's Expected Result/Impact: More students will read at grade level following the intervention</p> <p>Staff Responsible for Monitoring: Instructional Coach Reading Interventionist</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		Summative
	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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: Brenham Elementary will increase the number of students performing at the Meets level in the Texas Accountability System by June of 2026. In math, for meets moving from 45% to 60%; In RLA, for meets, moving from 43% to 60%

Evaluation Data Sources: TAPR, On Data Suite, Eduphoria

Strategy 1 Details	Reviews		
<p>Strategy 1: All Brenham Elementary Students will engage daily with TEKS-aligned, high-quality instructional materials (HQIM), and assessments that support learning at appropriate levels of rigor</p> <p>Strategy's Expected Result/Impact: Increase % of students performing at or above grade level standards in reading and math as measured by STAAR assessment</p> <p>Staff Responsible for Monitoring: Campus Administration, Instructional Coach, Classroom teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
	Jan	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Implement the Professional Learning Community (PLC) Cluster Cycles to strengthen Tier 1 instruction by embedding the Steps to Effective Learning in every PLC agenda. PLCs will 1. Identify student learning needs using evidence of student work and assessment 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 5. Evaluate student work and results to determine next instructional steps</p> <p>Strategy's Expected Result/Impact: PLC Framework will lead to improved instructional practices, enhanced collaboration among teachers, and increased professional growth.</p> <p>Staff Responsible for Monitoring: Campus Administration, Instructional Coach, Classroom Teachers</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		Summative
	Jan	Mar	June

Strategy 3 Details	Reviews		
<p>Strategy 3: Increase the effectiveness of the mentorship program that pairs experienced teachers with novice teachers. Mentors will provide guidance, model effective practices, and offer feedback on classroom management and instructional strategies. Regular check-ins and collaborative planning sessions are scheduled to support ongoing development</p> <p>Strategy's Expected Result/Impact: Increase teacher retention. Novice teachers will demonstrate improved classroom management, higher-quality instructional delivery</p> <p>Staff Responsible for Monitoring: Campus Administration, Instructional Coach, Mentor teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		Summative
	Jan	Mar	June
Strategy 4 Details	Reviews		
<p>Strategy 4: Establish and implement a districtwide 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)</p> <p>Strategy's Expected Result/Impact: Consistent, high-quality instructional delivery across all classrooms will lead to increased student engagement, improved alignment on TEKS, and more effective use of instructional time.</p> <p>Staff Responsible for Monitoring: Campus Administration, Instructional Coach</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		Summative
	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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: Brenham Elementary will increase the number of students in 3rd and 4th grades scoring 5 or higher in extended constructed responses to 40% as measured by the Texas Accountability System. For the 2024-2025 school year, 15.12% 3rd Graders scored 5 or higher, and 26.49% of 4th Graders scored 5 or higher.

Evaluation Data Sources: 2026 STAAR ELAR Assessment

Strategy 1 Details	Reviews		
<p>Strategy 1: Brenham Elementary will engage in consistent review, calibration, and scoring of student writing, including ECRs, using the state rubric and DPMs, class assignments, benchmark assessments, and previous-year STARR data.</p>	Formative		Summative
	Jan	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Brenham Elementary will focus on integrating nonfiction writing across all content areas. Students will engage in daily writing tasks that build critical thinking through writing in ways that require processing, evaluating, and applying knowledge across all content areas</p> <p>Strategy's Expected Result/Impact: An increase in the percentage of students scoring a 5 or higher on writing assessments, with improved clarity, organization, and use of academic language in student writing across all grade levels and subject areas.</p> <p>Staff Responsible for Monitoring: Campus Administration, Instructional coach, classroom teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		Summative
	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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 4: By June of 2026, Brenham Elementary will increase STAAR Academic Growth in RLA from 54% to 60% and in Math from 68% to 70% for special education students by addressing systemic gaps in instructional alignment, intervention delivery, and program implementation to ensure consistent progress monitoring, differentiated instruction, and integrated classroom support.

Evaluation Data Sources: STAAR Academic Growth Measure

Strategy 1 Details	Reviews		
<p>Strategy 1: Across all special education classrooms and settings, all special education students will engage daily with TEKS-aligned, high-quality instruction materials (HQIM) and assessments that support learning at appropriate levels of rigor</p> <p>Strategy's Expected Result/Impact: Students will demonstrate measurable growth from BOY to EOY on TEKS Ready, District Progress Measures, and STAAR</p> <p>Staff Responsible for Monitoring: Campus administration, Instructional Coach, Classroom Teachers, Special Education Teachers</p>	Formative		Summative
	Jan	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Establish campus and district data monitoring systems that prioritize closing achievement gaps for special education students.</p> <p>Strategy's Expected Result/Impact: Increase student academic growth</p> <p>Staff Responsible for Monitoring: Campus Administration, Instructional Coach, Classroom Teachers, Special Education Teachers</p>	Formative		Summative
	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Performance Objective 1: Brenham Elementary will increase the Average Daily Attendance Rate from 95.09% in the 2024-2025 school year to 96% for the 2025-2026 school year.

High Priority

Evaluation Data Sources: Weekly and monthly data reports, daily report from Registrar, growth measure to prior years (Ascender)

Strategy 1 Details	Reviews		
<p>Strategy 1: The PEIMS attendance staff member will implement consistent coding and verification systems for accurate attendance posting that include: verifying enrollment; pre-coding all school-related absences; pre-coding assigned out-of-placement discipline; pre-coding and updating homebound attendance rosters; and updating parent and doctor's notes daily. Attendance data collection will be validated and documented daily with the Brenham ISD Campus PEIMS Data - Official Attendance Daily Work Folder Checklist</p> <p>Strategy's Expected Result/Impact: Limit attendance posting errors that result in loss of FSP</p> <p>Staff Responsible for Monitoring: PEIMS - Registrar, Campus Administration</p>	Formative		Summative
	Jan	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Utilize the use of Parent Square to notify parents of students' absence at 9:00 AM for the pre-attendance message and at 10:00 AM for the official attendance message, and to inform parents of needed notes and allow parents to submit those through the platform.</p> <p>Strategy's Expected Result/Impact: Reduction of the number of absences and unexcused absences</p> <p>Staff Responsible for Monitoring: Campus Administration, Teachers posting attendance in a timely manner</p>	Formative		Summative
	Jan	Mar	June
Strategy 3 Details	Reviews		
<p>Strategy 3: At each campus, Principals and Assistant Principals will receive weekly attendance reports from the PEIMS attendance staff member to closely monitor attendance posting discrepancies for assigned discipline out-of-placement and potential truancy candidates.</p> <p>Strategy's Expected Result/Impact: Reduction in the number of chronically absent students</p> <p>Staff Responsible for Monitoring: Campus Administration and PEIMS attendance personnel</p>	Formative		Summative
	Jan	Mar	June

Strategy 4 Details	Reviews		
<p>Strategy 4: To clearly communicate with parents and the community about Brenham ISD's attendance procedures, local expectations, and state law, the following communication sources will be consistently updated and accessible: Parent Square, the district newsletter, Brenham ISD's Attendance Manual, and the updated "Attendance" hub on BISD's website.</p> <p>Strategy's Expected Result/Impact: Through understanding of processes and expectations, we will see a reduction in the number of absences and unexcused absences</p> <p>Staff Responsible for Monitoring: PEIMS Coordinator and Communication Department</p>	Formative		Summative
	Jan	Mar	June
Strategy 5 Details	Reviews		
<p>Strategy 5: Continue to allocate district Title 1 Funds to identify and serve homeless students at every campus. The focus of funds includes ensuring increasing levels of academic progress, attendance rates, and graduation rates for homeless students</p> <p>Strategy's Expected Result/Impact: Attendance rates for students identified as homeless will increase by 1%</p> <p>Staff Responsible for Monitoring: Campus Administration, McKinney Vento Liaison, Classroom Teacher, Registrar</p>	Formative		Summative
	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

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

Performance Objective 2: By May of 2026, Brenham Elementary will implement a Multi-Tiered System of Support, ensuring that at least 80% of established MTSS fidelity benchmarks as measured by district/campus monitoring tools, intervention documentation, and progress monitoring data.

Evaluation Data Sources: Branching Minds Reports, Branching Minds professional development, Branching Minds Infrastructure Workshop (K-12), Campus Student Support Team, District Student Support Teams, Enriching Student data reports

Strategy 1 Details	Reviews		
<p>Strategy 1: Support and monitor the implementation of Effective Behavior Interventions and Supports (EBIS) at BES, classrooms, and individual student levels.</p> <p>Strategy's Expected Result/Impact: School-wide processes and procedures, Professional learning, Decrease in out-of-place and office referrals</p> <p>Staff Responsible for Monitoring: Campus Administration</p>	Formative		Summative
	Jan	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Support campuses in evaluating the implementation and success of interventions by monitoring individual student plans and the overall fidelity of the intervention on campus</p> <p>Strategy's Expected Result/Impact: Use Branching Minds to identify students, create intervention plans, progress monitor, evaluate intervention plans, and monitor the movement of student supports (Tier 1, 2, and 3)</p> <p>Staff Responsible for Monitoring: Campus Administration, Campus SST</p>	Formative		Summative
	Jan	Mar	June
Strategy 3 Details	Reviews		
<p>Strategy 3: Brenham Elementary will use a district-wide system for intentional integration of IXL, aligning skill practice to key standards assessed on District Progress Measures and STAAR</p> <p>Strategy's Expected Result/Impact: 80% of students will demonstrate a 10% increase in mastery of targeted skills</p> <p>Staff Responsible for Monitoring: Campus Administration</p>	Formative		Summative
	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 3: Provide a safe and secure environment at Brenham Elementary.

Performance Objective 1: By June 2026, Brenham Elementary will implement 100% of the safety standards and emergency preparedness requirements outlined by the Texas School Safety Center and Senate Bill 11, including facility audits, emergency drills, and threat assessment protocols.

Evaluation Data Sources: The target is the implementation of recommendations, training records, and safety procedures

Strategy 1 Details	Reviews		
<p>Strategy 1: Continue to review, coordinate, and implement campus safety plans and improvements</p> <p>Strategy's Expected Result/Impact: Detailed plans for the continuation of a safe and secure climate and environment at Brenham Elementary. Strong partnership and frequent communication between BISD.</p> <p>Staff Responsible for Monitoring: Campus Administration, Campus staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Jan	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Provide and promote opportunities for students, parents, and staff to report incidents of bullying or perceived threats to safety, including an anonymous option. Continue annual training requirements so that all Brenham Elementary staff are aware of David's Law and anti-bullying strategies.</p> <p>Strategy's Expected Result/Impact: Reduction of bullying</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Jan	Mar	June
Strategy 3 Details	Reviews		
<p>Strategy 3: Provide opportunities for 100% of the Brenham Elementary staff to be trained in CRASE and Stop the Bleed. Continue CPR/AED training</p> <p>Strategy's Expected Result/Impact: Increase the response of district employees in the event of a crisis</p> <p>Staff Responsible for Monitoring: Campus Administration</p>	Formative		Summative
	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 3: Provide a safe and secure environment at Brenham Elementary.

Performance Objective 2: Increase parent and family engagement within the school community by 5% through the effective use of the Parent Square app, ensuring that at least 88% of parents and families actively engage with school alerts, messages, and updates by the end of the 2025-2026 academic school year, as measured by app analytics and feedback surveys.

Evaluation Data Sources: Parent Square Data

Strategy 1 Details	Reviews		
<p>Strategy 1: Send monthly newsletters informing parents of upcoming campus events and ways parents can help their child</p> <p>Strategy's Expected Result/Impact: Increase in parent involvement</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Jan	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Increase our Campus use of Parent Square, provide outreach to parents, and provide Title 1 Family Night (Family Reading Night, Family Math/Science Night)</p> <p>Strategy's Expected Result/Impact: Parental Involvement and Engagement</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 4: Brenham Elementary will cultivate a positive school-wide culture that promotes high expectations, well being, engagement, and success for students and staff

Performance Objective 1: Brenham Elementary will increase the support and retention of highly qualified, certified teachers by implementing targeted leadership initiatives that provide meaningful support, professional development, and recognition for teachers to improve staff retention by 5%

Evaluation Data Sources: Culture and Climate survey to gather teacher feedback.

Strategy 1 Details	Reviews		
<p>Strategy 1: New teachers will attend the New Teacher Academy Mentorship Program for new hires, pairing them with experienced teachers who can provide guidance, classroom management tips, and instructional support during their first years</p> <p>Strategy's Expected Result/Impact: Reduce the turnover rate among new hires by providing them with the support needed to navigate the challenges of the first year in the classroom</p> <p>Staff Responsible for Monitoring: Campus Administration, Instructional Coach.</p>	Formative		Summative
	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 4: Brenham Elementary will cultivate a positive school-wide culture that promotes high expectations, well being, engagement, and success for students and staff

Performance Objective 2: Every teacher will demonstrate measurable growth on 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, Frontline, appraiser notes from walk-throughs

Strategy 1 Details	Reviews		
<p>Strategy 1: The Instructional Leadership Team analyzes T-TESS walk-through and evaluation data to identify performance trends, then allocates targeted time in Professional Learning Communities (PLC) for teachers to collaboratively discuss instructional strategies, share best practices, and address classroom changes aligned with T-TESS domains</p> <p>Strategy's Expected Result/Impact: Improve teachers' ability to demonstrate growth in specific T-TESS domains and dimensions</p> <p>Staff Responsible for Monitoring: Campus Administration, Instructional Coach</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative		Summative
	Jan	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Provide targeted support for teachers to achieve individual growth in the T-TESS instructional goals by utilizing instructional coach</p> <p>Strategy's Expected Result/Impact: Enhance teacher understanding and application of the T-TESS rubric. Improved instructional practices leading to better student learning outcomes.</p> <p>Staff Responsible for Monitoring: Campus Administration, Instructional Coach</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative		Summative
	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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