

# **Brenham Independent School District**

## **Brenham High School**

### **2025-2026 Campus Improvement Plan**

**Accountability Rating: B**

**Distinction Designation**  
Academic Achievement in Mathematics



# Mission Statement

## **Campus Mission**

Inspire, Challenge, Achieve

## **District Mission**

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

# Vision

## **District Vision**

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

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# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

Brenham ISD assessment identified the need to strengthen Tier 1 instruction to ensure more students meet grade-level expectations in Reading/Language Arts and Math. With only 46% of students meeting grade level in RLA and 43% in Math, and fewer than 29% of graduates meeting TSI benchmarks in both areas, the district needs to improve daily classroom instruction so students are prepared for postsecondary success. Particular attention is needed for African American, Hispanic, Emergent Bilingual, and Special Education students, whose performance lags behind their peers. Closing these gaps will require consistent use of high-quality instructional materials, research-based strategies embedded into daily instruction, and embedded language supports in core instruction. Brenham ISD needs to ensure that every classroom delivers rigorous Tier 1 instruction using TEKS-aligned, high-quality instructional materials, supported by professional learning and coaching, so that all students have equitable access to grade-level content and the opportunity to achieve academic success.

The district also needs to expand professional learning, coaching, and mentoring systems to build staff capacity. The reduction of 25 teaching positions has increased demands on leaders and instructional coaches, highlighting the need for deeper support through Instructional Leadership Teams (ILTs) and Professional Learning Communities (PLCs). Teachers require ongoing development to internalize and apply high-quality instructional practices with fidelity. Targeted coaching, support for PLC clusters, and sustained professional learning will be critical for ensuring that teachers consistently deliver rigorous, student-centered lessons across all campuses.

Brenham ISD needs to increase opportunities and supports that connect students to advanced academic and postsecondary pathways. While graduation rates are strong at 95.4%, College, Career, and Military Readiness remains at 69%, driven largely by success in Industry-Based Certifications (41.4%). Fewer students are meeting college readiness benchmarks through TSI (28.6%), dual credit (19.1%), and AP/IB (18.9%), signaling a need to strengthen TSI preparation, and support teachers in learning how to support students in persisting through advanced academic programs. Another need is addressing chronic absenteeism (16.6%) and ensuring strong wraparound services are in place will further improve students' ability to fully engage in both academics and extracurricular opportunities.

Brenham ISD needs to strengthen principal-led classroom observation and feedback cycles to ensure teachers receive consistent, high-quality instructional coaching. Currently, principals face challenges balancing day-to-day operational demands with instructional leadership, and limited staff support reduces their capacity to provide regular feedback that drives teacher growth and improved Tier 1 instruction.

# Demographics

## Demographics Summary

Brenham High School is a small 5A high school in Brenham, Texas that serves approximately 1540 students in grades 9 thru 12. Currently, the student body is 35.7% Hispanic, 16.9% African American, 40.5% White, 2.0% Asian students, and 2.0 % Two or more races. Of these, 63.4% are economically disadvantaged. 16.9% of the student population receives special education services. The Brenham High School staff includes 1 principal, 4 assistant principals, four counselors, one behavioral coordinator coach, and we are served by 2 secondary curriculum coordinators in addition to the faculty.

Our staff is primarily white, while a small percentage are either Hispanic or African American. Most staff are female rather than male. Staff subpopulation is broken down into African American 7.6 %, Hispanic 9.0 %, and White 83.4%. 23.4% of our teachers have their Master's Degree.

Approximately 49.8 % of our students are Economically Disadvantaged and 55.2 % are considered At Risk.

The Class of 2024 posted a graduation rate of 95.4% with a very low dropout rate of 0.3%, reflecting strong persistence and completion. However, outcomes varied slightly across student groups, with White (98.6%) and Asian (100%) students graduating at higher rates than African American (94.0%), Hispanic (93.3%), and Emergent Bilingual students (87.5%). In College, Career, and Military Readiness (CCMR), 69% of graduates met at least one readiness indicator, with 41.4% earning Industry-Based Certifications which is well above the state average of 29%. Yet, only 28.6% of graduates met TSI benchmarks in both Reading and Math, and fewer than one in five graduates earned dual credit (19.1%) or AP/IB criterion scores (18.9%).

## Demographics Strengths

Brenham High School has a diverse population with an inclusive model of learning. Our population is growing and reflective of Texas demographic trends. There is a high rate of new homebuilding in Washington County, which directly affects the high school. We have Advanced Placement classes, Honor Students, National Merit Scholars, CTE programs of all kinds, and many other academics avenues for our students of all ethnic backgrounds to participate and elect to take as they visit with counselors every year for class advising. We have mainstream inclusion students who receive their services in the general education setting. We also house the Brenham State Supported Living Center educational programs for students who are able to attend the school setting.

Enrollment in College, Career, and Military Readiness (CCMR) indicators is strong, with 69% of graduates meeting at least one CCMR criterion and 41.4% earning industry-based certifications. Advanced coursework participation is growing, and students have access to AP and dual credit options, contributing to college readiness. Special education, 504, English Learner (EL), and intervention programs are established across the district, helping to identify and serve students with unique learning needs.

Teacher-student ratios remain within state guidelines, and paraprofessionals actively contribute to academic support. The district's emphasis on mentorship, recognition, and applying for Teacher Incentive Allotment contributes to teacher satisfaction and is a foundational element of its recruitment and retention strategy.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Teacher feedback, behavior referrals, and counselor observations indicate an increasing need for mental health and well-being support for students across all demographic groups.

**Root Cause:** Contributing root cause factors include heightened academic and social pressures, increased exposures to social media, and changing dynamics in the home, community,

and state, which have led to a rise in mental health challenges for our students.

**Problem Statement 2:** Brenham ISD is experiencing a shift in student demographics and needs.

**Root Cause:** The changing community demographics, influenced by broader social and economic factors, such as increased migration patterns into the area, economic opportunities attracting diverse families, and population growth among historically underrepresented groups.

**Problem Statement 3:** The district's attendance rate remains below target levels and requires ongoing improvement to ensure consistent student engagement and academic success.

**Root Cause:** Secondary student attendance rates consistently decline during the spring semester.

**Problem Statement 4:** Only 28.6% of graduates meet TSI benchmarks in both Reading and Math, while just 19.1% earn nine or more hours of dual credit with passing grades and 18.9% achieve a qualifying score on an AP/IB exam, indicating that too few students are successfully meeting college readiness benchmarks.

**Root Cause:** Too few students meet college readiness benchmarks because Tier 1 instruction and support systems do not consistently prepare all learners for the rigor of TSI, dual credit, and AP/IB coursework.

# Student Learning

## Student Learning Summary

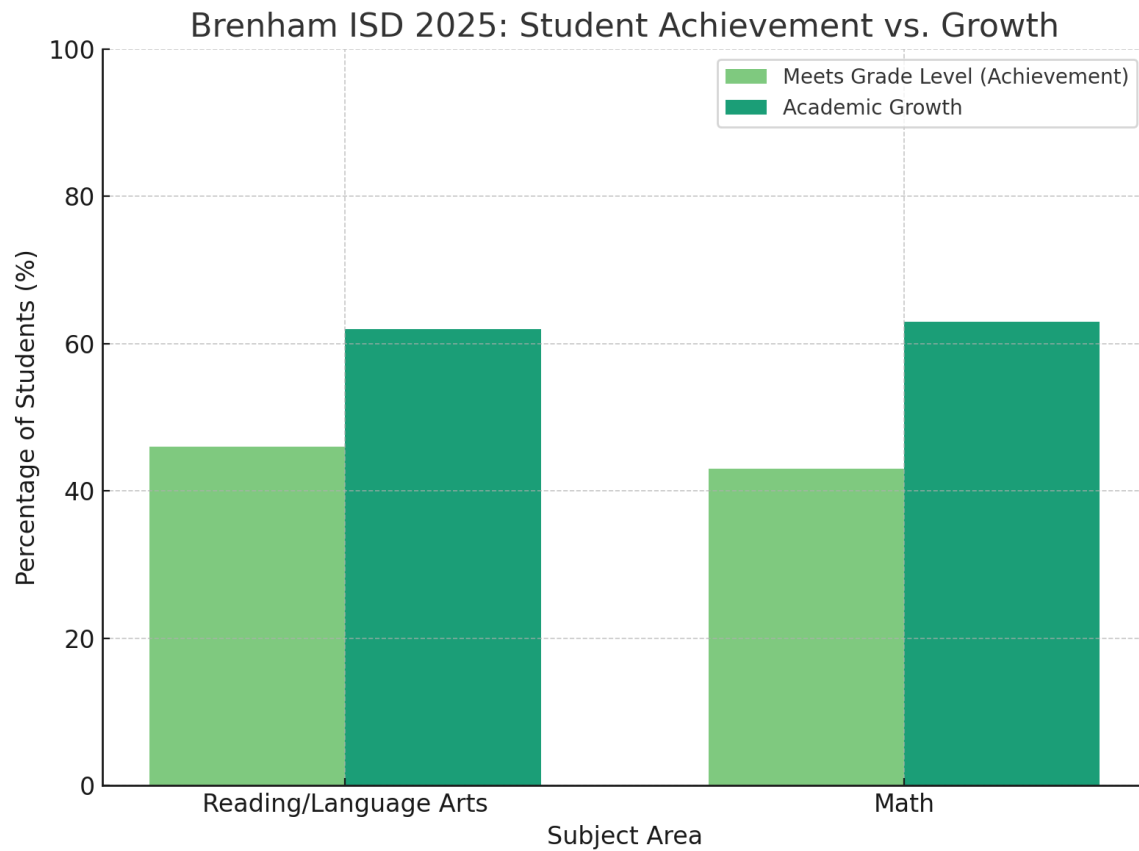
### 2025 Accountability Ratings :

In 2025, Brenham ISD received an overall accountability rating of a C. The district demonstrated strengths in College, Career, and Military Readiness, with 69% of graduates meeting at least one CCMR indicator, signaling readiness for postsecondary pathways.

### Understanding Student Achievement vs. Student Growth

In the Texas Accountability System, Student Achievement reflects the percentage of students who meet or exceed grade-level expectations on the STAAR assessments. It gives a snapshot of how many students are currently achieving at the expected level. In contrast, Student Growth measures how much individual students improve academically from one year to the next, regardless of whether they have reached grade level. This growth metric is especially important for evaluating how well schools are supporting students who may be performing below grade level, including those from historically underserved groups. For example, while only **46% of all students in Brenham ISD met grade level in Reading, 62% demonstrated growth,**

The Student Achievement vs. Growth chart below compares the percentage of Brenham ISD students who met grade-level expectations (*Student Achievement*) to those who demonstrated academic progress from the previous year (*Student Growth*) in Reading/Language Arts and Math for 2025. Only **46% of students met the Reading standard and 43% met the Math standard**, highlighting a need to improve grade-level performance. However, **62% of students showed growth in Reading and 63% in Math**, indicating that many students are making meaningful academic progress even if they haven't yet reached grade level. The data was pulled from Brenham ISD's 2025 state accountability reports, which measure both achievement and growth to reflect school effectiveness. This chart is important because it shows that while achievement levels are currently low, there is positive momentum in learning suggesting that with sustained instructional support, more students can reach and exceed grade-level benchmarks.



The Data Table: Accountability Groups chart below shows how student groups in Brenham ISD performed on key indicators such as academic achievement, growth, graduation rates, and college and career readiness. It helps identify which student populations met state targets and which require additional instructional support. This data guides improvement planning by highlighting performance gaps across specific student groups.



**Data Table: Accountability Groups**

| Accountability Groups                 |              |                  |          |        |                 |        |                  |                   |             |
|---------------------------------------|--------------|------------------|----------|--------|-----------------|--------|------------------|-------------------|-------------|
|                                       | All Students | African American | Hispanic | White  | American Indian | Asian  | Pacific Islander | Two or More Races | High Focus^ |
| <b>Academic Achievement Status</b>    |              |                  |          |        |                 |        |                  |                   |             |
| <b>Reading/Language Arts (RLA)</b>    |              |                  |          |        |                 |        |                  |                   |             |
| 2025 % at Meets GL Standard or Above  | 46%          | 24%              | 37%      | 67%    | 0%              | 76%    | 33%              | 45%               | 30%         |
| 2025 # at Meets GL Standard or Above  | 1,389        | 148              | 447      | 718    | 0               | 22     | 1                | 53                | 594         |
| 2025 Total Tests (Adjusted)           | 3,039        | 625              | 1,196    | 1,066  | 2               | 29     | 3                | 118               | 1,993       |
| <b>Mathematics</b>                    |              |                  |          |        |                 |        |                  |                   |             |
| 2025 % at Meets GL Standard or Above  | 43%          | 22%              | 33%      | 65%    | 0%              | 65%    | 33%              | 44%               | 29%         |
| 2025 # at Meets GL Standard or Above  | 1,055        | 111              | 326      | 557    | 0               | 17     | 1                | 43                | 470         |
| 2025 Total Tests (Adjusted)           | 2,454        | 494              | 977      | 856    | 1               | 26     | 3                | 97                | 1,635       |
| <b>Academic Growth Status</b>         |              |                  |          |        |                 |        |                  |                   |             |
| <b>RLA</b>                            |              |                  |          |        |                 |        |                  |                   |             |
| 2025 Academic Growth Score            | 62%          | 51%              | 59%      | 71%    | 88%             | 69%    | 125%             | 62%               | 54%         |
| 2025 Growth Points                    | 1,481.25     | 241.00           | 536.25   | 626.75 | 1.75            | 18.75  | 1.25             | 55.50             | 821.25      |
| 2025 Total Tests                      | 2,395        | 473              | 915      | 887    | 2               | 27     | 1                | 90                | 1,527       |
| <b>Mathematics</b>                    |              |                  |          |        |                 |        |                  |                   |             |
| 2025 Academic Growth Score            | 63%          | 55%              | 60%      | 73%    | 100%            | 63%    | 100%             | 64%               | 57%         |
| 2025 Growth Points                    | 1,207.50     | 217.75           | 454.25   | 473.25 | 1.00            | 11.25  | 1.00             | 49.00             | 732.75      |
| 2025 Total Tests                      | 1,904        | 395              | 762      | 651    | 1               | 18     | 1                | 76                | 1,283       |
| <b>Federal Graduation Rate Status</b> |              |                  |          |        |                 |        |                  |                   |             |
| 2024 % Graduated                      | 93.5%        | 91.3%            | 90.2%    | 97.9%  | -               | 100.0% | -                | 80.0%             | 90.1%       |
| 2024 # Graduated                      | 332          | 63               | 111      | 138    | 0               | 12     | 0                | 8                 | 172         |
| 2024 Total in Class                   | 355          | 69               | 123      | 141    | 0               | 12     | 0                | 10                | 191         |

## Closing the Gaps

Closing the Gaps" is a component of the state accountability system that aligns with federal accountability requirements under the Every Student Succeeds Act (ESSA); it measures how well specific student groups such as those defined by race/ethnicity, economic status, English proficiency, and special education status are making progress in academic achievement, graduation rates, and college or career readiness, helping districts identify and address performance disparities to ensure all students succeed. The lowest performance observed in state accountability was in the Closing the Gaps domain, which also received a D rating, reflecting persistent achievement gaps among student subgroups. Brenham Junior High, Brenham Middle School and Krause Elementary received below a 60 in Closing the Gaps indicating systemic instructional and support challenges at those campuses.

## Closing the Gaps Table Summary:

|                                      | 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 |
|--------------------------------------|--------------|-------------|-----------------|-----|-----------------|------------------------------|----------------------|---------------------|-----------------------|---------------------------|----------------|--------|----------|---------|
| <b>Academic Achievement Status</b>   |              |             |                 |     |                 |                              |                      |                     |                       |                           |                |        |          |         |
| <b>Reading/Language Arts (RLA)</b>   |              |             |                 |     |                 |                              |                      |                     |                       |                           |                |        |          |         |
| 2025 % at Meets GL Standard or Above | 46%          | 31%         | 65%             | 96% | 20%             | 20%                          | 12%                  | 45%                 | 46%                   | 43%                       | 63%            | -      | 61%      | 100%    |
| 2025 # at Meets GL Standard or Above | 1,389        | 540         | 849             | 239 | 95              | 95                           | 75                   | 27                  | 1,097                 | 292                       | 12             | -      | 11       | 1       |
| 2025 Total Tests (Adjusted)          | 3,039        | 1,730       | 1,309           | 250 | 464             | 464                          | 634                  | 60                  | 2,366                 | 673                       | 19             | -      | 18       | 1       |
| <b>Mathematics</b>                   |              |             |                 |     |                 |                              |                      |                     |                       |                           |                |        |          |         |
| 2025 % at Meets GL Standard or Above | 43%          | 29%         | 63%             | 97% | 22%             | 22%                          | 14%                  | 44%                 | 44%                   | 40%                       | 41%            | -      | 33%      | 100%    |
| 2025 # at Meets GL Standard or Above | 1,055        | 410         | 645             | 200 | 83              | 83                           | 77                   | 27                  | 830                   | 225                       | 7              | -      | 5        | 2       |
| 2025 Total Tests (Adjusted)          | 2,454        | 1,427       | 1,027           | 207 | 374             | 374                          | 532                  | 62                  | 1,894                 | 560                       | 17             | -      | 15       | 2       |

In 2025, academic growth in Reading was notably lower for African American (51%) and Emergent Bilingual (EB) students (48%) compared to their White peers (71%), highlighting the need for more effective instructional strategies and targeted supports that address specific learning gaps. In Mathematics, growth among Economically Disadvantaged students (57%) also lagged behind higher-performing groups, pointing to a clear need for focused intervention, consistent progress monitoring, and increased instructional rigor to accelerate learning for students who are falling behind. Special Education students demonstrated the lowest growth rates in both Reading (41%) and Math (48%), indicating a need to strengthen instructional alignment to IEP goals and ensure consistent implementation of accommodations and supports. Additionally, long-term EB students' limited growth in both Reading and Math calls for more intentional integration of academic language development and content-based language instruction across all classrooms.

Brenham ISD is focused on strengthening Tier 1 instruction to ensure all students meet or exceed grade-level expectations. With increased class sizes due to the absorption of 25 teaching positions and over 60 new teachers joining the district for the 2025-2026 school year, there is a clear need to expand professional learning, coaching, and support systems. Building staff capacity will support consistent, high-quality instruction that includes scaffolding, language supports, and effective use of instructional materials leading to improved student learning across all campuses.

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

- Strengthening Professional Learning Communities (PLCs)
- 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

Characters : 5484

|                            | 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 |
|----------------------------|--------------|-------------|-----------------|--------|-----------------|------------------------------|----------------------|---------------------|-----------------------|---------------------------|----------------|--------|----------|---------|
| <b>RLA</b>                 |              |             |                 |        |                 |                              |                      |                     |                       |                           |                |        |          |         |
| 2025 Academic Growth Score | 62%          | 50%         | 70%             | 88%    | 48%             | 41%                          | 56%                  | 62%                 | 58%                   | 73%                       | -              | 77%    | 100%     |         |
| 2025 Growth Points         | 1,481.25     | 778.25      | 1,045.00        | 184.25 | 181.75          | 181.75                       | 248.00               | 1,283.00            | 277.75                | 84.25                     | -              | 7.25   | 1.00     |         |
| 2025 Total Tests           | 2,395        | 1,341       | 1,054           | 227    | 434             | 434                          | 618                  | 60                  | 1,818                 | 627                       | 13             | -      | 10       |         |
| <b>Mathematics</b>         |              |             |                 |        |                 |                              |                      |                     |                       |                           |                |        |          |         |
| 2025 Academic Growth Score | 63%          | 57%         | 72%             | 90%    | 60%             | 60%                          | 57%                  | 64%                 | 62%                   | 64%                       | -              | 84%    | -        |         |
| 2025 Growth Points         | 1,207.50     | 688.75      | 108.75          | 150.00 | 175.00          | 175.00                       | 196.75               | 958.00              | 260.00                | 8.75                      | -              | 8.75   | -        |         |
| 2025 Total Tests           | 1,904        | 1,125       | 779             | 168    | 294             | 294                          | 413                  | 53                  | 1,505                 | 389                       | 8              | -      | 8        |         |

## **Student Learning Strengths**

Brenham High School is continuing the practice of Professional Learning Communities for the 2025-2026 school year. As a PLC, teachers work in teams to discuss what students should be expected to learn, how they will assess student learning, and how they will intervene or enrich students depending on their levels of mastery of the content. Teachers are provided with opportunities to work together multiple times per week in an effort to move all students toward mastery of grade-level standards. In addition, teachers and staff are provided with targeted professional development weekly to continue to learn and develop best instructional practices.

The addition to an ILT meeting twice monthly with team leaders, our instructional coach and administration has allowed for very intentional discussions that are focused on improving overall academic achievement and success. Department heads look at data and how it relates to current practices, as well as samples of student work to review levels of rigor and implementation of best practices.

Student achievement data shows that Brenham ISD students demonstrate persistence and success in completing high school, many continue to struggle with performance on state assessments. In 2025, only 46% of students met grade level in Reading/Language Arts and 43% in Math, with lower outcomes for African American, Hispanic, and Emergent Bilingual students. Growth in Domain 2 was rated a C (74), reflecting inconsistent progress across grade levels, particularly in 6-8th grades. The TELPAS progress rate was 40%, that reveals less than half of Emergent Bilingual students advanced one proficiency level in English. Students served in Special Education graduated at 92.6%, yet their performance on STAAR remained below state targets, contributing to the district's Closing the Gaps rating of 66 (D). Local benchmarks and classroom assessments mirror these challenges, highlighting the need for more consistent Tier 1 quality delivery of instruction, rigor and intervention support.

At the same time, Brenham ISD students excel in other measures of readiness. The Class of 2024 graduated at a rate of 95.4%, with a low dropout rate of 0.3%, reflecting strong persistence. CCMR outcomes show 69% of graduates met at least one readiness indicator, with strengths in career readiness, as 41.4% earned Industry-Based Certifications (IBCs). However, only 28.6% of students met TSI criteria in both Reading and Math, and fewer than 20% successfully earned dual credit or qualifying AP/IB scores, signaling the need to expand advanced course participation and support academic readiness for postsecondary pathways. Retention rates remain low, and the majority of students are successfully promoted on grade level, yet disparities in STAAR performance, TELPAS growth, and CCMR benchmarks demonstrate that while Brenham ISD students are completing high school at high rates, too few are leaving fully prepared for the demands of college, career, or military service.

Students receiving special education services in Brenham ISD face substantial academic challenges, particularly in core subject areas. Recent data shows that only 12% of these students met grade-level expectations in Reading, and just 14% did so in Math. This highlights a critical need for increased instructional support, personalized interventions, and strengthened inclusion practices to ensure all students have equitable access to high-quality learning experiences and the opportunity to succeed.

The campus counseling department has made it a priority to meet with every student and their parents throughout the year to build relationships and assist the students in creating an appropriate class schedule. During these individual student meetings, the counselors share information about endorsements and ensure that students are in the classes necessary to complete their Program of Study. This process has increased student participation in CTE courses and has helped to create new opportunities for students to participate in dual credit courses both on campus and at Blinn College.

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

**Problem Statement 1:** Inconsistent instructional strategies and classroom practices that promote a positive and engaging learning environment.

**Root Cause:** The campus needs to continue to dedicate training and support for staff in implementing a comprehensive framework for fostering a positive learning environment and effectively managing student behavior.

**Problem Statement 2:** Achievement gaps persist among students receiving special services and subgroup populations. These gaps are highlighted in the Closing the Gaps Domain, which measures disparities in student outcomes.

**Root Cause:** Limited access to tailored high quality instructional materials and resources, professional development on evidence-based teaching practices, and effective progress monitoring have contributed to these disparities in student outcomes.

**Problem Statement 3:** The campus has observed lower than expected attendance rates among high school students, impacting overall academic performance.

**Root Cause:** A lack of teacher training and support on targeted support and engaging instructional practices that foster student connection and motivation.

**Problem Statement 4:** African American and Hispanic student populations demonstrate persistent and widening gaps in STAAR/EOC performance across core subjects.

**Root Cause:** Existing progress monitoring system is not fully tracking the academic growth of African American and Hispanic students, resulting in delayed interventions and a lack of timely instructional adjustments.

**Problem Statement 5:** The campus is still in the process of building a comprehensive Multi-Tiered System of Supports (MTSS) to effectively address the diverse academic, behavioral, and social-emotional needs of all students.

**Root Cause:** Interventions and supports are not systematically applied across all campuses, limiting the campus' ability to provide targeted, data-driven assistance to ensure student success.

**Problem Statement 6:** Special Education students perform below other student groups in all grades and content areas.

**Root Cause:** Teachers need a better understanding of differentiating instruction to meet the diverse needs of special education students.

# School Processes & Programs

## School Processes & Programs Summary

Brenham serves a diverse student population across multiple campuses with a commitment to educational excellence. The district is led by a superintendent and cabinet of four, with strategic leadership in academics, finance, communications, and staffing. Instructionally, BISD offers robust academic opportunities including Pre-K, bilingual education, STEAM, GT, CTE, AP, and Dual Credit programs. College, Career, and Military Readiness is a focus, supported through initiatives like school-day SAT testing and Cubs to Career Day. Campus Improvement Teams meet regularly to assess progress, utilizing achievement data to guide instructional planning and ensure alignment with district goals. Technology is integrated into district operations via shared drives and process streamlining, increasing collaboration and consistency. Title I funds are allocated equitably using a supplement-not-supplant model, with campus poverty data guiding resource distribution.

To support professional practices and staff retention, BISD invests in professional development, teacher mentorship, and instructional leadership. Educators participate in ongoing training through Region 6, National Institute of Educator Excellence, Great Minds and a variety of high quality vendors enhancing classroom practice with evidence-based strategies and high-quality instructional materials. First-year teachers benefit from a New Teacher Academy and campus-based mentors, both of whom receive stipends through Title II. Instructional coaches, department heads, and teacher leaders facilitate PLCs focused on understanding how to deliver high quality instructional materials, student engagement, data-driven instruction, and research based practices. Strong community partnerships—such as with the Brenham Education Foundation and local organizations provide financial and mentoring support, enriching student opportunities and reinforcing BISD's mission to deliver exceptional education for all learners.

Brenham ISD has established districtwide processes and programs to strengthen curriculum, instruction, and student support. The district has adopted high-quality instructional materials in Reading/Language Arts, Math, Science, and Social Studies and is implementing the Strong Foundations Planning Literacy Framework to ensure research based literacy practices across all grade levels. Professional development is grounded in research-based instructional practices and is reinforced through Instructional Leadership team. Brenham ISD was awarded the LASO grant which is providing district and campus instructional leaders( principals, assistant principals, and teacher leaders) with consistent coaching, feedback, and PLC structures. Decision-making processes are collaborative, with input from the District Leadership Team, campus administrators, and teacher leaders, ensuring alignment to the district's vision and accountability goals. Clear communication structures such as weekly leadership updates, PLC agendas, and family communication platforms support coherence and transparency. Organizational systems also prioritize student opportunities through extracurricular and cocurricular programs, while support services such as counseling, intervention, and special programs provide wraparound resources to meet student needs.

The district is also advancing processes to strengthen human capital. With the Teacher Incentive Allotment (TIA), Brenham ISD is building systems to recognize and reward teacher effectiveness while supporting retention of high-performing educators. The Mentor Program Allotment (MPA) provides formal structures for mentoring novice teachers, pairing them with experienced staff to improve instructional practice and teacher retention. In Math, the district supports professional learning and coaching to improve the delivery of Bluebonnet Math across K–9th grade. Technology integration is guided by a district technology plan that ensures access to digital tools, enhances instructional delivery, and supports data-driven decision making. Brenham is continuing to build and strengthen these systems involving curriculum alignment, high-quality professional learning, leadership coaching, communication structures, student supports, extracurricular opportunities, and technology integration to create the organizational context necessary to improve teaching, learning, and student outcomes across Brenham ISD.

Brenham ISD prioritizes the use of Title II, Part A funds through a data-driven process that begins with the identification and ranking of campuses based on need. Priority is first given to campuses identified for School Improvement, followed by campuses with larger student populations that do not receive additional support through Title I funding. Remaining campuses are then prioritized according to the percentage of economically disadvantaged students. Additional consideration is provided to campuses based on summarized T-TESS evaluation data to ensure professional development activities align with identified areas of instructional growth and educator effectiveness.

Brenham ISD utilizes Title IV, Part A (TIVA) funds to provide K - 8 students with access to a well-rounded education through the intentional integration of STEAM (Science, Technology, Engineering, Arts, and Mathematics) initiatives. Funds are strategically allocated to support instructional programs and activities that foster creativity, innovation, and critical thinking through hands-on, inquiry-based learning experiences. This includes the purchase of instructional materials, technology, and curriculum resources. The effectiveness of these initiatives is evaluated through a systematic review of student performance data, participation rates, teacher and student feedback, and classroom observation data. The district's Federal Programs and Curriculum departments collaborate to analyze results and determine the impact of TIVA-funded activities on student engagement and academic

growth, using evaluation findings to guide continuous improvement and ensure alignment with district and campus goals.

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

**Problem Statement 1:** Teachers are still developing their understanding of how to deliver high-quality instruction and receive uneven support in consistently applying instructional materials and strong practices in daily teaching.

**Root Cause:** PLC process has not provided microlearning & consistent routine observation and feedback that transform instructional practice has been uneven

**Problem Statement 2:** Too few Brenham ISD students are successfully meeting standards in advanced academic pathways, with only 19.1% of graduates earning nine or more dual credit hours and 18.9% achieving a qualifying AP/IB score. This low success rate in advanced coursework limits students' preparation for postsecondary education and reduces the district's overall CCMR performance.

**Root Cause:** District processes for advanced coursework are not fully aligned to prepare and support students for success in dual credit exams and AP/IB class exam to earn college readiness.

**Problem Statement 3:** Only 12% of special education students and 20% of EB students met the Meets Grade Level standard in Reading, with similarly low performance in Math.

**Root Cause:** Systemic gaps in the alignment and effectiveness of instructional practices, intervention delivery, and program implementation. Current programs may lack consistent structures for monitoring progress, differentiating instruction, and integrating supports into general education classroom.

**Problem Statement 4:** Brenham ISD is experiencing high staff turnover, particularly in high-need areas, which disrupts instructional consistency and negatively impacts student learning and school culture.

**Root Cause:** School culture, aging facilities, and ongoing budget constraints. Outdated learning environments and limited financial resources can contribute to lower morale and a sense of instability, making it difficult to foster a positive, supportive work environment that encourages staff retention and long-term investment in the district.

# Perceptions

## Perceptions Summary

### Family and Community Engagement

Brenham ISD offers multiple avenues for parents, families, and community members to participate in the life of the district. Departments such as Special Education, Bilingual Services, and Advanced Academics host family nights, DEIC advisory councils, and informational meetings to build partnerships and provide critical support. The Bilingual Department supports families of Emergent Bilingual students by offering translation services, bilingual family events, and guidance on navigating the educational system.

The district communicates with stakeholders through various platforms, including email, text messaging, phone calls, social media, and its district website. These efforts are supplemented by campus newsletters and community-wide informational campaigns. Spanish translation is consistently offered to ensure accessibility for Brenham ISD's large Spanish-speaking population.

Brenham ISD also maintains strong partnerships with local organizations, including the Brenham/Washington County Chamber of Commerce, local law enforcement and emergency services, and businesses that support student learning, internships, and mentoring opportunities. The Brenham ISD Education Foundation plays a vital role in supporting innovative programs by funding classroom projects and district-wide initiatives through donations from individuals and businesses. While efforts to involve all families in decision-making processes continue, the district is committed to expanding authentic engagement opportunities across all campuses.

Brenham High School's staff is strong, with a continued focus on recruitment and retention, particularly for those with specialized skills, to fully meet the varied needs of its students.

One of the identified needs to increase staff quality is targeted, high-quality professional development for teachers, specifically in the areas of research based instructional strategies and data-driven decision making. Teachers have expressed a desire for ongoing support in aligning their teaching strategies with student data to improve instructional outcomes. The needs assessment identified a structured, teacher-led professional development model that fosters continuous instructional improvement.

In reviewing many points of data the need for high-quality professional development to enhance teacher growth and retention has been identified. To improve instructional effectiveness and foster collaboration, the campus aims to develop Teacher Leaders and Team Facilitators for the Texas Lesson Study PLC model. Supported by the Texas Education Agency's Strategic Priority One, this initiative focuses on recruiting, supporting, and retaining educators. Brenham High School will partner with ESC-6 to train PLC facilitators and provide ongoing support throughout the year.

# 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
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Results Driven Accountability (RDA)
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS
- Texas Success Initiative (TSI) 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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility/stability
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Dyslexia data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data
- Graduation plan types
- Foster Care data

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

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility/stability rate, including longitudinal data
- Discipline records
- School safety data
- Mobility/stability rate, including longitudinal data
- Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)
- School Behavioral Threat Assessment Data (Senate Bill 11)

## **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data
- Staff mobility/stability
- Support structures: mentors
- Teacher recruitment/retention rates and other data
- Classroom and school walkthrough data

## **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- Parent and community partnership data
- Community service agencies and support services

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

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices and high yield strategies
- Technology and resource allocation data

# 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:** Brenham ISD 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 43% to 60%; In RLA, for meets, moving from 46% to 60%; In Science, for meets, moving from 45% to 60%; In Social Studies, for meets, moving from 47% to 60%.

**High Priority**

**Evaluation Data Sources:** On Data Suite  
Eduphoria  
TAPR

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                           | Reviews   |     |           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----------|
| <b>Strategy 1:</b> Build a foundation of reading and math<br><br>Improve low-performing schools<br><b>Staff Responsible for Monitoring:</b> Principal, AP, Instructional Coach, Classroom Teachers<br><br><b>TEA Priorities:</b><br>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college<br>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b>         | Formative |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Jan       | Mar | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |     |           |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> |           |     |           |

**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 ISD 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 37% to 50%.

**Evaluation Data Sources:** 2026 STAAR ELAR Assessment  
District Progress Measures  
BOY-MOY-EOY

**Summative Evaluation:** Some progress made toward meeting Objective

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  | Reviews   |     |           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----------|-----|-----------|
| <b>Strategy 1:</b> Build a foundation of reading and math<br><br>Connect high school to career and college<br><br>Improve low-performing school<br><b>Staff Responsible for Monitoring:</b> Principal, AP, Instructional Coach, Classroom teachers<br><br><b>TEA Priorities:</b><br>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools<br>- <b>Targeted Support Strategy</b> |  | Formative |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  | Jan       | Mar | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |           |     |           |
| <div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>                                                                                                                                                                                                                                                                                                                                              |  |           |     |           |

**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:** By May 2026, Brenham ISD will maintain a four-year graduation rate at or above 95%.

**Evaluation Data Sources:** TAPR

**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 May 2026, Brenham ISD will increase the percentage of graduates meeting College, Career, and Military Readiness (CCMR) indicators from 69% (2025 Seniors) to 79% (+10 points) (2026 Seniors) through targeted TSI preparation, teaching to the level of rigor for the dual credit/AP courses, and increased IBC attainment.

**Evaluation Data Sources:** None

**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 5:** By June 2026, Brenham ISD will increase TELPAS composite growth from 48% to 58% and raise the EB reclassification rate from 6.9% to 10% through intentional instructional support and progress monitoring systems.

**Evaluation Data Sources:** LPAC progress monitoring meetings



**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 6:** By June 2026, Brenham ISD will increase STAAR Academic Growth in RLA from 41% to 50% and in Math from 48% to 55% 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 supports.

**Evaluation Data Sources:** STAAR Academic Growth Measures

**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 ISD will increase our attendance rate to an Average Daily Attendance Rate from 94.29% in the 2024-2025 school year to 95% for the 2025-2026 school year.

**High Priority**

**Evaluation Data Sources:** 6 Weeks Data Reports by campus and district

Growth measurements to prior years (ODS)

6 Weeks FTE Reports

TEA tracking reports: District - Campus Data Entry Summary Reports

**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 2026, Brenham ISD will implement a Multi-Tiered System of Support (MTSS) across 100% of campuses, ensuring that each campus meets at least 80% of established MTSS fidelity benchmarks as measured by district monitoring tools, intervention documentation, and progress monitoring data.

**Evaluation Data Sources:** Branching Minds Infrastructure Workshop (K-12)  
Campus Student Support Teams (SST)  
District Student Support Team  
Enriching Students data reports

**Goal 3:** Provide a safe & secure environment at all BHS families.

**Performance Objective 1:** By June 2026, the district 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:** Target is implementation of recommendations, training records, and safety procedures.

**Goal 3:** Provide a safe & secure environment at all BHS families.

**Performance Objective 2:** Increase parent and family engagement within the school community by 10% through the effective use of the ParentSquare app, ensuring that at least 88% of parents and families actively engage with school alerts, messages, and updates by the end of the 2025-26 academic year, as measured by app analytics and feedback surveys.

**Evaluation Data Sources:** ParentSquare Analytics:

Including:

-Current percentage of staff, students, parents, and community members using ParentSquare.

-Number of staff members who have completed training on using ParentSquare effectively.

Current level of community engagement and participation in school events and activities promoted through ParentSquare.

Current usage rate of interactive features (e.g., surveys, event RSVPs, and feedback forms) on ParentSquare.

**Goal 3:** Provide a safe & secure environment at all BHS families.

**Performance Objective 3:** By June 2026, reduce confirmed incidents of bullying across the district by 10% from the 2024-2025 baseline, using PEIMS discipline data.

**Goal 3:** Provide a safe & secure environment at all BHS families.

**Performance Objective 4:** By June 2026, ensure 100% of staff receive annual training on bullying identification, reporting, and response procedures.

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

**Performance Objective 1:** Brenham ISD 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--resulting in a 10% reduction in teacher turnover.

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

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                   |  | Reviews   |     |           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----------|-----|-----------|
| <b>Strategy 1:</b> Recruit, support, retain teachers and principals through mentor program<br><b>Strategy's Expected Result/Impact:</b> Lower turnover<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach<br><br><b>TEA Priorities:</b><br>Recruit, support, retain teachers and principals                                                                                                             |  | Formative |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  | Jan       | Mar | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |           |     |           |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> |  |           |     |           |



**Goal 4:** Cultivate a positive district-wide culture that promotes high - expectations, well-being, engagement, and 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

Frontline

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

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

**Performance Objective 3:** By May 2026, Brenham ISD will increase staff participation in professional learning by ensuring that at least 95% of teachers and instructional staff actively engage in Professional Learning Communities (PLCs), district coaching cycles, or professional development sessions, as measured by sign-in records, coaching logs, and PLC agendas/minutes.

**Evaluation Data Sources:** None

**Goal 5:** Foster meaningful and intentional community partnerships with local businesses, community organizations, and higher education agencies to enhance student success and strengthen ties between the campus, families, and the broader community.

**Performance Objective 1:** Increase participation in Brenham High School activities from parents/guardians by providing multiple ways of notification for events.

**Goal 6:** Ensure fiscal responsibility and accountability by optimizing the use of resources, maintaining transparency, and aligning the budget with district priorities to support student success.

# 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   |