

**Brenham Independent School District**  
**Brenham Junior High**  
**2025-2026 Campus Improvement Plan**



# Mission Statement

## **Campus Mission**

The mission of Brenham Junior High staff is to provide opportunities and skills for all students for a successful and productive life in a global society.

## **District Mission**

In collaboration with our families and community, Brenham Independent School District is committed to 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

## Demographics

### Demographics Summary

Brenham Independent School District is the oldest school district in Texas and the largest school district in Washington County—the district as a whole covers 439 square miles. Brenham Junior High is the sole Junior High in Brenham, Texas that serves approximately 765 students in 7th and 8th grade. Brenham Junior High is an AVID-certified campus.

During the 2024-2025 school year, the student body consisted of 36.7% Hispanic students, 20.8% African American students, 38.8% Caucasian students, and 2% Asian students. Of these students, approximately 54.5% are Economically Disadvantaged. The campus is comprised of a student body: 15% Special Education, 12% Emergent Bilingual (ESL), and 8.3% Gifted and Talented. Over 48% of the students at Brenham Junior High are identified as at-risk students, with an 8.1% mobility rate.

### School Staff Summary

- 1 Principal
- 2 Assistant Principals
- 2 Counselors
- 1 504 / Testing / MTSS Campus Coordinator
- 1 Registered Nurse
- 2 Certified Behavioral Support Teachers
- 1 Academic Coordinators as Part-Time Support Staff (Secondary Math)
- Over 50 Certified Instructors
- Over 10 Paraprofessionals
- Brenham Junior High's Leadership Team is comprised of the Principals, Testing Coordinators, and Counselors
- At Brenham Junior High, we provide job-embedded professional learning opportunities in order to enhance professional growth. All teachers who are new to the profession are provided with a mentor who meets with them to problem-solve and provide support. In addition, all teachers receive support through their Professional Learning Community as they plan and create lessons and assessments.

# 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 the percentage of PK students who score On Track on Circle Rapid Letter Naming in English from 27% (BOY) to 85% by May 2026, and increase the percentage of students who score On Track on Circle Rapid Vocabulary from 35% to 85% by May 2026. Evaluation Data Sources: CLI Circle Data

**HB3 Goal**  
**Evaluation Data Sources:** CLI Circle Data

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Reviews   |     |           |
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| <b>Strategy 1:</b> Implement the Professional Learning Community (PLC) Cluster Cycles to strengthen Tier 1 instruction by embedding the Steps to Effective Learning into every PLC agenda. PLCs will: (1) identify student learning needs using evidence of student work and assessments; (2) obtain new instructional strategies aligned to standards; (3) develop expertise through modeling, practice, and peer coaching; (4) apply strategies in classrooms with monitoring and feedback; and (5) evaluate student work and results to determine next instructional steps.<br><br><b>Strategy's Expected Result/Impact:</b> Teacher lesson plans and classroom observations reflect explicit instruction in letter naming and vocabulary.<br><br>Increased teacher confidence and fidelity in using high-leverage literacy routines.<br><br>Students show steady growth on Circle Letter Naming and Vocabulary assessments across the year.<br><b>Staff Responsible for Monitoring:</b> Elementary Coordinator<br>ECLC Campus Principal | Formative |     | Summative |
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 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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

**Performance Objective 2:** Increased proficiency in K-2 students' early literacy skills and/or reading proficiency. Kinder - at 2026 BOY, 38% were at or above GL; goal for 2026 EOY = 60%. Grade 1 - in Kinder, 74% were at or above GL at 2025 EOY; goal for 2026 EOY = 85%. Grade 2 - in Grade 1, 61% were at or above GL at 2025 EOY; goal for 2026 EOY = 75%.

### HB3 Goal

**Evaluation Data Sources:** MCLASS

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  | Reviews   |     |           |
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| <b>Strategy 1:</b> Across all classrooms, all BISD students will engage daily with TEKS-aligned, high-quality instructional materials (HQIM), and assessments that support learning at appropriate levels of rigor.<br><br><b>Strategy's Expected Result/Impact:</b> 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.<br><br><b>Staff Responsible for Monitoring:</b> Chief Academic Officer, District Instructional Coordinators, Campus Principals, Campus Instructional Coaches<br><br><b>Funding Sources:</b> - 211 Title I, Part A, - 255 Title II, Part A, TPTR, - 199 General Fund                                                                                                            |  | Formative |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  | Reviews   |     |           |
| <b>Strategy 2:</b> Implement required components of HB3 as it relates to foundational reading practices specifically concise, direct, explicit, and systematic phonics instruction with ample opportunities to practice and cumulative review through using the high quality instructional materials HMH.<br><br><b>Strategy's Expected Result/Impact:</b> The anticipated result is an increased percentage of PK-2 students performing at/above grade level expectation in measurements of reading achievement.<br><br><b>Staff Responsible for Monitoring:</b> Chief Academic Officer<br>Elementary Curriculum Coordinator<br>Elementary Campus Principals<br>Instructional Coaches<br>Reading Intervention Teachers<br><br><b>Funding Sources:</b> - 199 General Fund - IMA Fund, - 211 Title I, Part A, - 255 Title II, Part A, TPTR |  | Formative |     | Summative |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  | Reviews   |     |           |
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| <b>Strategy 3:</b> Implement the Professional Learning Community (PLC) Cluster Cycles to strengthen Tier 1 instruction by embedding the Steps to Effective Learning into every PLC agenda. PLCs will: (1) identify student learning needs using evidence of student work and assessments; (2) obtain new instructional strategies aligned to standards; (3) develop expertise through modeling, practice, and peer coaching; (4) apply strategies in classrooms with monitoring and feedback; and (5) evaluate student work and results to determine next instructional steps.<br><br><b>Strategy's Expected Result/Impact:</b> Students will demonstrate measurable growth from BOY to EOY on TEKS Ready, District Progress Measures and STAAR.<br><b>Staff Responsible for Monitoring:</b> Chief Academic Officer<br>District Instructional Coordinators<br>Campus Principals<br>Instructional Coaches<br>Grade-Level Department Team Leaders<br><br><b>Funding Sources:</b> - 199 General Fund, - 211 Title I, Part A, - 255 Title II, Part A, TPTR |  | Formative |     | Summative |
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| Strategy 4 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  | Reviews   |     |           |
| <b>Strategy 4:</b> Establish & 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).<br><br><b>Strategy's Expected Result/Impact:</b> Consistent, high-quality instructional delivery across all classrooms will lead to increased student engagement, improved alignment to TEKS, and more effective use of instructional time.<br><b>Staff Responsible for Monitoring:</b> Monitoring<br>Chief Academic Officer, District Instructional Coordinators, Campus Principals<br><br><b>Funding Sources:</b> - 199 General Fund, - 211 Title I, Part A, - 255 Title II, Part A, TPTR                                                                                                                                                                                                                                           |  | Formative |     | Summative |
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| Strategy 5 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  | Reviews   |     |           |
| <b>Strategy 5:</b> Collaborate with the Literacy Committee to write and implement the Brenham ISD Literacy Framework, grounded in Research-Based Instructional Strategies (RBIS) to strengthen Tier 1 literacy instruction .<br><br><b>Strategy's Expected Result/Impact:</b> District and Campus Leaders and Teachers will have clear guidance for delivering foundational skills, language development, comprehension, and writing within Tier 1 instruction, leading to stronger instructional alignment, more effective interventions, and measurable improvement in student outcomes<br><b>Staff Responsible for Monitoring:</b> Chief Academic Officer<br>Elementary Curriculum Coordinator<br>District Instructional Specialist<br><br><b>Funding Sources:</b> - 199 General Fund                                                                                                                                                                                                                                                               |  | Formative |     | Summative |
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| Strategy 6 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Reviews   |     |           |
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| <b>Strategy 6:</b> Implement Districtwide reading program, Really Great Reading, in grades K-2 for targeted instruction for students determined to be at risk for dyslexia.<br><br><b>Strategy's Expected Result/Impact:</b> More students will read on grade level following intervention.<br><b>Staff Responsible for Monitoring:</b> Reading Specialists<br>Special Services Coordinator<br>Director of Special Services<br><br><b>Funding Sources:</b> - 199-PIC 37 Dyslexia | Formative |     | Summative |
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| <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 3:** 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   |     |           |
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| <b>Strategy 1:</b> Across all classrooms, all BISD students will engage daily with TEKS-aligned, high-quality instructional materials (HQIM), and assessments that support learning at appropriate levels of rigor.<br><br><b>Strategy's Expected Result/Impact:</b> Increase % students performing at or above grade level standard in reading & math (as measured by STAAR assessment)<br>Increase % of graduates who meet TEA's definition of CCMR ready<br><br><b>Staff Responsible for Monitoring:</b> Chief Academic Officer<br>Curriculum Coordinators                                                                                                                                                                                                                                                                                                                                                                    | Formative |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Reviews   |     |           |
| <b>Strategy 2:</b> Implement the Professional Learning Community (PLC) Cluster Cycle to strengthen Tier 1 instruction by embedding the Steps to Effective Learning into every PLC agenda. PLCs will: (1) identify student learning needs using evidence of student work and assessments; (2) obtain new learning on high -impact instructional strategies aligned to curriculum standards; (3) develop expertise through modeling, practice, and peer coaching; (4) apply strategies in classrooms with monitoring and feedback; and (5) evaluate student work and results to determine next instructional steps.<br><br><b>Strategy's Expected Result/Impact:</b> PLC Framework will lead to improved instructional practices, enhanced collaboration among teachers, and increased professional growth.<br><br><b>Staff Responsible for Monitoring:</b> Chief Academic Officer<br>Curriculum Coordinators<br>Campus Principals | Formative |     | Summative |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Reviews   |     |           |
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| <b>Strategy 3:</b> Establish campus and district data monitoring systems that prioritize closing achievement gaps for TEA-reported student populations by monitoring student progress toward Meets, providing timely interventions, and ensuring access to high-quality instruction using high quality resources.<br><b>Strategy's Expected Result/Impact:</b> Increased student performance for lowest performing student populations.                                                                                                                                                                                                                                             | Formative |     | Summative |
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| Strategy 4 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Reviews   |     |           |
| <b>Strategy 4:</b> Establish & 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).<br><b>Strategy's Expected Result/Impact:</b> Consistent, high-quality instructional delivery across all classrooms will lead to increased student engagement, improved alignment to TEKS, and more effective use of instructional time.<br><b>Staff Responsible for Monitoring:</b> Chief Academic Officer, District Instructional Coordinators, Campus Principals | Formative |     | Summative |
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| Strategy 5 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Reviews   |     |           |
| <b>Strategy 5:</b> Increase the effectiveness of the mentorship program where experienced teachers are paired 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.<br><b>Strategy's Expected Result/Impact:</b> increased teacher retention, Novice teachers will demonstrate improved classroom management, higher-quality instructional delivery.<br><b>Staff Responsible for Monitoring:</b> Chief Academic Officer<br>Campus Principals                                 | Formative |     | Summative |
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| Strategy 6 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Reviews   |     |           |
| <b>Strategy 6:</b> Create a District PLC in core content area once a 9 weeks that includes aDDI Meeting in which teachers examine student work/quick checks, name the gap, and plan the reteach in order to ensure all students attain mastery of the lesson objective. Quick checks and DPM assessments will be analyzed to adjust instruction and interventions for students making limited progress and, when needed, MTSS plans will be developed and implemented.                                                                                                                                                                                                              | Formative |     | Summative |
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| <div>  No Progress            Accomplished            Continue/Modify            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 4:** 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

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Reviews   |     |           |
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| <b>Strategy 1:</b> Engage in consistent review, calibrating and scoring of student writing, including ECRs, using the state rubric after DPMS, class assignments, benchmark assessments and previous year STAAR results.                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Formative |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Reviews   |     |           |
| <b>Strategy 2:</b> District wide focus of 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<br><b>Strategy's Expected Result/Impact:</b> 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.<br><b>Staff Responsible for Monitoring:</b> Chief Academic Officer , Campus Principals, Instructional Coaches, PLC Facilitators | Formative |     | Summative |
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| <div>  No Progress            Accomplished            Continue/Modify            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 5:** By May 2026, Brenham ISD will maintain a four-year graduation rate at or above 95%.

**Evaluation Data Sources:** TAPR

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Reviews   |     |           |
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| <b>Strategy 1:</b> Brenham Junior High and Brenham High School will remain certified and accredited by AVID (Advancement Via Individual Determination) in grades 7 through 12 as an elective class.<br><b>Strategy's Expected Result/Impact:</b> Increase the number of students who are college and career ready.<br><b>Staff Responsible for Monitoring:</b> AVID Campus Coordinators<br><br><b>Funding Sources:</b> - 199-PIC 38 College, Career, and Military                                                                                                                                                     | Formative |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Reviews   |     |           |
| <b>Strategy 2:</b> BHS Counselors will meet with every student about their endorsement and ensure that course requests match students' Program of Study.<br><b>Strategy's Expected Result/Impact:</b> Students will follow a coherent sequence of courses to earn Industry Based Certifications to prepare them to enter the workforce, college, or the military.<br><b>Staff Responsible for Monitoring:</b> Lead Counselor<br>High School Principal                                                                                                                                                                 | Formative |     | Summative |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Reviews   |     |           |
| <b>Strategy 3:</b> Investigate, develop, and implement relevant CTE programs of study and certifications by collaborating with Secondary Leadership Team to review TEA Program of Study related to Accountability 2026 expectations to ensure programs of study and certifications meet expectations.<br><b>Strategy's Expected Result/Impact:</b> Increase the percent of students who graduate Brenham High School College, Career or Military Ready<br><b>Staff Responsible for Monitoring:</b> Chief Academic Officer<br>Brenham High School Principal<br>Brenham Junior High School Principal<br>CTE Coordinator | Formative |     | Summative |
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| <div>  No Progress            Accomplished            Continue/Modify            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 6:** 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.

### HB3 Goal

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Reviews   |     |           |
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| <b>Strategy 1:</b> Strengthen counselor and advisory systems so that every student has an individualized graduation plan that includes a clear CCMR pathway (TSI readiness, advanced academics, or IBCs)<br><b>Strategy's Expected Result/Impact:</b> Increase of graduates with post-secondary readiness.<br><b>Staff Responsible for Monitoring:</b> Chief Academic Officer<br>District Lead Counselor<br>BHS and BJH Principal and Counselors<br>CCMR Coordinator                                                                                                                                                                                                                                   | Formative |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Reviews   |     |           |
| <b>Strategy 2:</b> Implement TSI prep courses, boot camps, and embedded interventions during the school day or Saturday School for juniors and seniors not yet meeting benchmarks.<br><b>Strategy's Expected Result/Impact:</b> Increase graduates post secondary readiness<br><b>Staff Responsible for Monitoring:</b> Chief Academic Officer<br>District Counselor<br>Principals and Counselors<br>CCMR Coordinator                                                                                                                                                                                                                                                                                  | Formative |     | Summative |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Reviews   |     |           |
| <b>Strategy 3:</b> Increase college and career readiness by providing targeted TSI preparation, aligning instruction to the rigor of dual credit and AP courses, promoting participation in pre-collegiate exams, and guiding students and families through FAFSA, scholarship, and college application processes.<br><b>Strategy's Expected Result/Impact:</b> Increased number of students taking pre-collegiate exams, and increased number of students receiving financial assistance in the college enrollment process.<br><b>Staff Responsible for Monitoring:</b> Campus Testing Coordinators, AVID Elective Teachers<br><br><b>Funding Sources:</b> - 199-PIC 38 College, Career, and Military | Formative |     | Summative |
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| Strategy 4 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Reviews   |     |           |
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| <b>Strategy 4:</b> Secondary CCMR Leadership team meets regularly to review CCMR data tracker to monitor student progress on indicators and make recommendations on how to move forward with each individual student.<br><b>Strategy's Expected Result/Impact:</b> Increase the % of students who graduate from Brenham High School College Career, Military Ready.<br><b>Staff Responsible for Monitoring:</b> Chief Academic Officer<br>Brenham High School Principal<br>District Lead Counselor<br>District CTE Coordinator<br>Brenham High School CCMR Coordinator | Formative |     | Summative |
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| <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 7:** 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

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Reviews   |     |           |
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| <b>Strategy 1:</b> Provide targeted staff development to secondary teachers to incorporate sheltered instruction strategies, such as scaffolding, explicit vocabulary instruction, and visual aids, into daily lesson plans to make academic content comprehensible while promoting language development.<br><b>Strategy's Expected Result/Impact:</b> Increase the percentage of secondary emergent bilingual students progressing by at least one composite level on TELPAS from 23% to 33%.<br>Improved teacher effectiveness in delivering content using sheltered instruction and language acquisition strategies<br><b>Staff Responsible for Monitoring:</b> Bilingual Coordinator<br>High School Principal<br>Junior High Principal | Formative |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Reviews   |     |           |
| <b>Strategy 2:</b> Utilize SummitK12 to elevate EB students' language development and academic performance.<br><b>Strategy's Expected Result/Impact:</b> Improved academic performance on state assessments and course completion.<br>Increase in student reading proficiency levels by the end of the year<br><b>Staff Responsible for Monitoring:</b> Bilingual/ESL Coordinator                                                                                                                                                                                                                                                                                                                                                          | Formative |     | Summative |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Reviews   |     |           |
| <b>Strategy 3:</b> Provide targeted professional development for teachers of EB students focused on language-rich instruction, content-based language development, and TELPAS calibration.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Formative |     | Summative |
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**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 8:** 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

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Reviews   |     |           |
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| <b>Strategy 1:</b> Across all special education classrooms and settings, all special education students will engage daily with TEKS-aligned, high-quality instructional materials (HQIM), and assessments that support learning at appropriate levels of rigor<br><b>Strategy's Expected Result/Impact:</b> Students will demonstrate measurable growth from BOY to EOY on TEKS Ready, District Progress Measures and STAAR<br><b>Staff Responsible for Monitoring:</b> Special Services Director<br>Curriculum Coordinators<br><br><b>Results Driven Accountability</b> | Formative |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Reviews   |     |           |
| <b>Strategy 2:</b> Establish campus and district data monitoring systems that prioritize closing achievement gaps for special education students.<br><b>Strategy's Expected Result/Impact:</b> Increase student academic growth.<br><b>Staff Responsible for Monitoring:</b> Special Services Director<br>Special Services Coordinator<br>Campus Administrators<br>Curriculum Coordinator<br><br><b>Results Driven Accountability</b>                                                                                                                                    | Formative |     | Summative |
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**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

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Reviews   |     |           |
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| <b>Strategy 1:</b> At each campus, the PEIMS attendance staff member(s) will implement consistent coding and verification systems for accurate attendance posting that includes: verification of enrollment, pre-coding for all school related absences, pre-coding for 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.<br><br><b>Strategy's Expected Result/Impact:</b> Limit attendance posting errors that result in the loss of FSP.<br><b>Staff Responsible for Monitoring:</b> PEIMS Coordinator, PEIMS Support Specialist, PEIMS campus attendance personnel<br><br><b>Funding Sources:</b> - 199 General Fund | Formative |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Reviews   |     |           |
| <b>Strategy 2:</b> Utilize the use of Parent Square to notify parents of student absences at 9:00 am for the pre-attendance message and at 10:00 am for the official attendance absent message, and to notify parents of needed notes and allow parents to submit those through the platform.<br><br><b>Strategy's Expected Result/Impact:</b> Reduction in the number of absences and unexcused absences<br><b>Staff Responsible for Monitoring:</b> Campus Administration<br>Teachers posting attendance in a timely manner<br><br><b>Funding Sources:</b> - 199 General Fund                                                                                                                                                                                                                                                                                             | Formative |     | Summative |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Reviews   |     |           |
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| <b>Strategy 3:</b> At each campus, Principals and Assistant Principals will receive weekly attendance reports provided by the PEIMS attendance staff member(s) to closely monitor attendance posting discrepancies for assigned discipline out of placements and potential truant candidates.<br><b>Strategy's Expected Result/Impact:</b> Reduction in the number of chronically absent students<br><b>Staff Responsible for Monitoring:</b> Campus administration and campus PEIMS attendance personnel<br><br><b>Funding Sources:</b> - 199 General Fund                                                                                                                                       | Formative |     | Summative |
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| Strategy 4 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Reviews   |     |           |
| <b>Strategy 4:</b> In order 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, district newsletters, Brenham ISD's Attendance Manual, and the updated "Attendance" hub on BISD's website.<br><b>Strategy's Expected Result/Impact:</b> Through understanding of processes and expectations, we will see a reduction in the number of absences and unexcused absence<br><b>Staff Responsible for Monitoring:</b> PEIMS Coordinator and Communication Department<br><br><b>Funding Sources:</b> - 199 General Fund | Formative |     | Summative |
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| Strategy 5 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Reviews   |     |           |
| <b>Strategy 5:</b> Continue to allocate district Title I Funds to identify and serve homeless students at every campus. Focus of funds include ensuring increasing levels of academic progress, attendance rates, and graduation rates for homeless students.<br><b>Strategy's Expected Result/Impact:</b> Attendance rates for students identified as homeless will increase by 1%.<br><b>Staff Responsible for Monitoring:</b> Campus Administrators<br>McKinney Vento Liaison<br>Chief of Staff<br><br><b>Funding Sources:</b> Supplies, resources, and travel for Homeless students - 211 Title I, Part A                                                                                     | Formative |     | Summative |
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**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 campus reports (K-4)  
 Branching Minds professional development  
 Branching Minds Infrastructure Workshop (K-12)  
 Campus Student Support Teams (SST)  
 District Student Support Team  
 Enriching Students data reports

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Reviews   |     |           |
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| <b>Strategy 1:</b> Support and monitor the implementation of Effective Behavior Interventions and Supports (EBIS) at the schoolwide, classroom, and individual student levels.<br><br><b>Strategy's Expected Result/Impact:</b> School-wide processes and procedures<br>Professional learning<br>Decrease in out-of-placement and office referrals<br><br><b>Staff Responsible for Monitoring:</b> Campus Assistant Principals<br>Campus Principal<br>Chief of Staff<br><br><b>Funding Sources:</b> - 199 General Fund, - 199-PIC 23 State Special Education (SpEd)                                                                                                                                                                                                       | Formative |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Reviews   |     |           |
| <b>Strategy 2:</b> Support campuses in evaluating the implementation and success of interventions by monitoring individual student plans and the overall fidelity of interventions on campus.<br><br><b>Strategy's Expected Result/Impact:</b> Use Branching Minds to identify students, create intervention plans, progress monitor, and evaluate intervention plans (K-4).<br>Branching Minds intervention usage indicates recommended research-based interventions and supports.<br>Monitor the movement of student supports (tier 1, tier 2, & tier 3).<br><br><b>Staff Responsible for Monitoring:</b> Special Services Coordinator<br>Campus SST<br>Campus Principal<br><br><b>Funding Sources:</b> - 199 General Fund, - 199-PIC 23 State Special Education (SpEd) | Formative |     | Summative |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                               | Reviews   |     |           |
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| <b>Strategy 3:</b> Establish a districtwide system for intentional integration of IXL, aligning skill practice to key standards assessed on District Progress Measures, STAAR, and EOC.<br><b>Strategy's Expected Result/Impact:</b> 80% of students will demonstrate a 10% increase in mastery of targeted skills.<br><b>Staff Responsible for Monitoring:</b> Campus Principal, Special Services Coordinator<br><br><b>Funding Sources:</b> - 199 General Fund | Formative |     | Summative |
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**Goal 2:** Develop responsible, respectful, and collaborative students by fostering student engagement and regular attendance, to support personal and community success.

**Performance Objective 3:** By June 2026, Brenham ISD will reduce out-of-school suspensions by 20% and decrease discretionary discipline referrals students by 15%, through implementation of responsive behavior supports, and consistent positive behavior interventions and supports across all campuses.

**High Priority**

**Evaluation Data Sources:** Success-ed Student Intervention Plans

MTSS Data

Branching Minds

504 Service Plans

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  | Reviews   |     |           |
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| <b>Strategy 1:</b> Implement and reinforce a campus-wide EBIS framework with clearly defined behavior expectations that are explicitly taught, modeled, and positively reinforced through consistent routines, visuals, and incentives at all grade levels.<br><b>Strategy's Expected Result/Impact:</b> Reduced number of MTSS behavior referrals/sped behavior referrals/ and 504 behavior referrals<br>Increased teacher skills in classroom behavior management<br>Build teacher Classroom management skills<br>Build teacher behavioral intervention skills<br><b>Staff Responsible for Monitoring:</b> Chief of Staff<br>EBIS Campus Teams<br>Behavior Coordinators<br>Special Services Coordinator<br>Academic Coordinators<br>Lifeskills Lead |  | Formative |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  | Reviews   |     |           |
| <b>Strategy 2:</b> Use data-driven behavior tracking systems (On Data Suites) to monitor discipline trends and guide campus behavior teams in providing tiered interventions, reteaching opportunities, and supports for students.<br><b>Strategy's Expected Result/Impact:</b> Improved campus behavior system systems and support<br>Improved knowledge and understanding of how to better support teachers on management of student behaviors<br>Decrease in student behavior referrals<br><b>Staff Responsible for Monitoring:</b> Chief of Staff<br>Director of Special Programs<br>Coordinator of Special Programs<br>Behavior Coordinators<br>Campus Principals                                                                                |  | Formative |     | Summative |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Reviews   |     |           |
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| <b>Strategy 3:</b> Provide districtwide professional development for special education and general education teachers on the process of MTSS behavior and special education behavior interventions.<br><br><b>Strategy's Expected Result/Impact:</b> Reduced number of discipline referrals<br>Reduced number of MTSS behavior referrals/sped behavior referrals/ and 504 behavior referrals<br>Increased teacher skills in classroom behavior management<br><b>Staff Responsible for Monitoring:</b> Behavior Coordinator<br>Campus MTSS Team | Formative |     | Summative |
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**Goal 2:** Develop responsible, respectful, and collaborative students by fostering student engagement and regular attendance, to support personal and community success.

**Performance Objective 4:** Increase the number of opportunities to strengthen parent and family engagement in Title I schools by 20% through the implementation of ESSA-compliant activities such as annual Title I meetings, accessible parent workshops, and collaborative development of school-parent compacts.

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

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                   |  | Reviews   |     |           |
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| <b>Strategy 1:</b> Maintain and regularly update both district and campus-level activity calendars to ensure transparency, alignment, and accessibility.<br><br><b>Strategy's Expected Result/Impact:</b> Increased Parent & Community Participation<br><b>Staff Responsible for Monitoring:</b> Communications and Community Engagement Department                                                                                                  |  | Formative |     | Summative |
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**Goal 2:** Develop responsible, respectful, and collaborative students by fostering student engagement and regular attendance, to support personal and community success.

**Performance Objective 5:** BISD will recruit, support, and retain high quality CTE Teachers

Strategy  
For teachers of specialized areas in CTE, provide ongoing professional learning and training opportunities for career growth, specifically tailored to the needs, interest and expertise of teachers including methods such as workshops, conferences, masterclasses, opportunities for collaboration with other professionals in the field and opportunities to lead initiatives or projects. Strategy's Expected Result/  
Impact: Teacher retention and development  
Staff Responsible for Monitoring:  
CTE Coordinator, Principal, Executive Director of Leading and Learning

**Evaluation Data Sources:** Data can be collected by the retention rate of CTE teachers employed by the district.

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                         | Reviews   |     |           |
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| Strategy 1: For teachers of specialized areas in CTE, provide ongoing professional learning and training opportunities for career growth, specifically tailored to the needs, interest and expertise of teachers including methods such as workshops, conferences, masterclasses, opportunities for collaboration with other professionals in the field and opportunities to lead initiatives or projects. | Formative |     | Summative |
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**Goal 2:** Develop responsible, respectful, and collaborative students by fostering student engagement and regular attendance, to support personal and community success.

**Performance Objective 6:** BSD will connect high school to career and college.

**Evaluation Data Sources:** Data source will be pulled from Ascender and On Data Suites to cross-reference and confirm earned IBCs by students at Brenham High School

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Reviews   |     |           |
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| <b>Strategy 1:</b> CAREER-Readiness: Refine and expand CTE course offerings and work-based learning opportunities by evaluating current programs/pathways and providing supplemental resources and equipment that align with industry standards and credentialing opportunities.<br><br><b>Strategy's Expected Result/Impact:</b> Expanded career opportunities for students and improved career-readiness achievement and CCMR outcomes, increase the number of IBC earned from 222 in the 2024-2025 school year to 250 IBCs earned for the 2025-2026 school year.<br><b>Staff Responsible for Monitoring:</b> Chief Academic Officer, CTE Coordinator | Formative |     | Summative |
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| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>                                                                                                                                                                                                    |           |     |           |

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

**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.

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Reviews   |     |           |
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| <b>Strategy 1:</b> Continue to review, coordinate, and implement district safety plans and improvements.<br><b>Strategy's Expected Result/Impact:</b> Detailed plans for the continuation of a safe and secure climate and environment at all district facilities. Strong partnership and frequent communication between BISD staff and the Brenham Police Department and all First Responders.<br><b>Staff Responsible for Monitoring:</b> Safety Coordinator<br><br><b>Funding Sources:</b> - 199 General Fund                                                                         | Formative |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Reviews   |     |           |
| <b>Strategy 2:</b> Continue to employ School Resource Officers.<br><b>Strategy's Expected Result/Impact:</b> Increased student safety and an increased perception of school safety and emergency preparedness.<br><b>Staff Responsible for Monitoring:</b> Superintendent<br>Chief of Staff<br>Safety Coordinator<br><br><b>Funding Sources:</b> - 199 General Fund                                                                                                                                                                                                                      | Formative |     | Summative |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Reviews   |     |           |
| <b>Strategy 3:</b> Provide and promote opportunities for students, parents, and staff to report incidents of bullying or perceived threats to safety, including a way to do so anonymously. Continue annual training requirements for all BISD staff to be aware of David's Law and anti-bullying strategies.<br><b>Strategy's Expected Result/Impact:</b> Reductions of bullying and increased perception of safety by students.<br><b>Staff Responsible for Monitoring:</b> Safety Coordinator<br>Principals<br>Assistant Principals<br><br><b>Funding Sources:</b> - 199 General Fund | Formative |     | Summative |
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| Strategy 4 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Reviews   |     |           |
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| <b>Strategy 4:</b> Provide opportunities for 100% of BISD staff to be trained in CRASE and Stop the Bleed. Continue CPR/AED training.<br><b>Strategy's Expected Result/Impact:</b> All BISD staff will know basic first-aid responses to injuries resulting in significant bleeding. All schools will have tourniquets and other first aid materials to respond as effectively on-site as possible. Increase the effectiveness of the district's response to the crisis by all stakeholders.<br><b>Staff Responsible for Monitoring:</b> Safety Coordinator<br><br><b>Funding Sources:</b> - 199 General Fund | Formative |     | Summative |
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| Strategy 5 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Reviews   |     |           |
| <b>Strategy 5:</b> Update campus Access control to one centralized program.<br><b>Strategy's Expected Result/Impact:</b> We currently work under two different Access control programs, which two different departments oversee. Allowing one department to have control over the process will increase the effectiveness of the district's response.<br><b>Staff Responsible for Monitoring:</b> Safety Coordinator<br>IT Department<br><br><b>Funding Sources:</b> - 199 General Fund                                                                                                                       | Formative |     | Summative |
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| Strategy 6 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Reviews   |     |           |
| <b>Strategy 6:</b> Conduct bi-annual reunification meetings with key partners, including Washington County C.O.P., Washington County Emergency Management, Brenham Police Department, Washington County Sheriff's Office, Texas DPS, and representatives from designated reunification sites, ensuring preparedness and coordination for emergency situations                                                                                                                                                                                                                                                 | Formative |     | Summative |
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| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>                                                                                                                                                       |           |     |           |

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

**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 2024-25 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.

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                     | Reviews   |     |           |
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| <b>Strategy 1:</b> Through extensive review of ParentSquare Analytics, and providing multiple professional development opportunities, and parent outreach nights, we will increase our district use of ParentSquare.<br><b>Strategy's Expected Result/Impact:</b> Increase the usage of interactive features by 10% within the next academic year.<br><b>Staff Responsible for Monitoring:</b> Chief of Communications | Formative |     | Summative |
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**Goal 3:** Provide a safe & secure environment at all BISD facilities

**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 BISD facilities

**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   |     |           |
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| <b>Strategy 1:</b> Strengthen the New Teacher Academy Mentorship Program program for new hires, pairing them with experienced teachers who can provide guidance, classroom management tips, and instructional support during their first year.<br><b>Strategy's Expected Result/Impact:</b> Reduce the turnover rate among new hires by providing them with the support needed to navigate the challenges of the first years in the classroom.<br>Improve new teacher skills and confidence, and create a more supportive and collaborative school culture.<br><b>Staff Responsible for Monitoring:</b> Chief of Staff<br>Chief Academic Officer<br>Chief of Communications<br>District Coordinators<br>Campus Principals |  | Formative |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  | Reviews   |     |           |
| <b>Strategy 2:</b> Bilingual Coordinator , Instructional Coaches and Mentor Teachers will provide targeted mentorship and professional development opportunities for teachers pursuing bilingual education certification, ensuring they receive ongoing support, guidance, and access to resources that enhance their skills in bilingual instruction.<br><b>Strategy's Expected Result/Impact:</b> improved instructional effectiveness in bilingual classrooms<br>increase teacher retention by fostering professional growth, job satisfaction, and opportunities for career advancement.<br><b>Staff Responsible for Monitoring:</b> Coordinator for Bilingual<br>Chief of Staff<br>Campus Principals                 |  | Formative |     | Summative |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Reviews   |     |           |
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| <b>Strategy 3:</b> Provide on-going leadership development training opportunities aimed at building and sustaining a purposeful school community with a focus on how to enhance collaboration, foster a shared vision, and promote a culture of continuous improvement and student success.<br><b>Strategy's Expected Result/Impact:</b> Increase in teacher retention, student success, teacher growth, and overall community engagement.<br><b>Staff Responsible for Monitoring:</b> Chief Academic Officer<br>Chief of Staff<br>District Coordinators | Formative |     | Summative |
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| Strategy 4 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Reviews   |     |           |
| <b>Strategy 4:</b> Brenham ISD will implement the Teacher Incentive Allotment (TIA) Program, as approved by TEA. In October 2026, BISD will submit the 2025-2026 TIA Data Collection evidencing correlation between T-TESS ratings and student growth outcomes to meet TIA system standards for a valid and reliable district TIA system. As a result, by May 2027, TEA will approve new BISD-proposed designations for 2025-2026 cohort teachers. Continue to explore program expansion to additional teacher groups.                                   | Formative |     | Summative |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </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

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Reviews   |     |           |
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| <b>Strategy 1:</b> Provide professional learning for all evaluators to enhance their skills in conducting frequent and consistent classroom observations, identifying targeted action steps for teacher growth, delivering actionable feedback, and ensuring follow-up support to improve teacher effectiveness and student achievement.<br><b>Strategy's Expected Result/Impact:</b> As a result of more effective evaluations, feedback, and support, teachers will enhance their instructional practices, which should lead to increased student learning and growth. This also is a retention strategy because teachers stay when they are supported. The goal is to support teachers through feedback to improve the overall quality of teaching, which will contribute to better student performance , learning outcomes and teacher retention.<br><b>Staff Responsible for Monitoring:</b> Chief of Staff<br>Chief Academic Officer | Formative |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Reviews   |     |           |
| <b>Strategy 2:</b> The Instructional Leadership Team analyzes T-TESS walk-through and evaluation data to identify performance trends, then allocates targeted time in Professional Learning Communities (PLCs) for teachers to collaboratively discuss instructional strategies, share best practices, and address classroom challenges aligned with T-TESS domains.<br><b>Strategy's Expected Result/Impact:</b> Improve teachers' ability to demonstrate growth in specific T-TESS domains and dimensions<br><b>Staff Responsible for Monitoring:</b> Chief Academic Officer<br>District Coordinators<br>Campus Principals<br>Instructional Coaches                                                                                                                                                                                                                                                                                      | Formative |     | Summative |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Reviews   |     |           |
| <b>Strategy 3:</b> Provide targeted support for teachers to achieve individual growth in their T-TESS instructional goals by utilizing K-6 instructional coaches and junior high and high school department chairs and PLC Facilitators.<br><b>Strategy's Expected Result/Impact:</b> Enhanced teacher understanding and application of the T-TESS rubric.<br>Improved instructional practices leading to better student learning outcomes.<br><b>Staff Responsible for Monitoring:</b> Campus Principals<br>District Coordinators and Campus Instructional Coaches                                                                                                                                                                                                                                                                                                                                                                        | Formative |     | Summative |
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| Strategy 4 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Reviews   |     |           |
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| <b>Strategy 4:</b> Monitor and implement T-TESS calibration and congruence system (Domains 2-Instruction & 3-Learning Environment) for CAO, Principals, and Assistant Principals<br><b>Strategy's Expected Result/Impact:</b> :Increased efficiency and inter-rater reliability of T-TESS appraisers; teachers receive evidence-based feedback based on reliable and meaningful observation that improves instructional quality and student performance<br><b>Staff Responsible for Monitoring:</b> Chief Academic Officer, Chief of Staff | Formative |     | Summative |
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| <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 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.

**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 district, families, and the broader community.

**Performance Objective 1:** Increase participation in Brenham ISD Adult Ambassador Program by the end of the 2025-2026 school year, with the goal of recruiting at least 20 community members to participate in a minimum series of five workshops and school visits, providing them with an in-depth understanding of district operations, educational initiatives, and opportunities for community involvement.

**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.

**Performance Objective 1:** Collaborate with the HR and PEIMS departments to ensure the accuracy of financial coding and data reporting, optimizing funding allocation for student programs and maximizing state and federal funding opportunities for the 2025-2026 school year.

**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.

**Performance Objective 2:** Increase the transparency of the district's financial reports by providing detailed monthly budget updates at school board meetings throughout the 2025-2026 school year, ensuring community stakeholders have clear and accessible insight into how funds are allocated and used 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 Borchardt     | 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   |