

Brenham Independent School District
Brenham Middle School
2025-2026 Campus Improvement Plan



Mission Statement

Campus Mission

The mission of Brenham Middle School is to grow good people.

District Mission

In collaboration with our families and community, Brenham Independent School District is Committed to an Exceptional Education for ALL students.

Vision

Campus Vision

To make the world a better place by inspiring our students, staff, and community members to become the best version of themselves.

District Vision

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

In order to achieve the shared vision of our school, Brenham Middle School staff has made the following collective commitments. BMS staff will:

- Be positive, contributing members of our collaborative team, and the campus while building healthy/respect-filled relationships.
- Create and uphold a positive and safe learning environment where students and educators desire to be.
- Collaborate with parents to provide resources, strategies, and information to ensure all students succeed both in and out of the classroom.
- Guide student behaviors in a prompt and effective manner to ensure that learning continues with all students.
- Ensure that every student believes he or she has the capacity to learn and meet high expectations.
- Utilize a variety of instructional strategies to promote success for all students.
- Implement individual and small group instructional programs to meet the learning needs of all students.
- Prepare all students to make the transition from dependence to independence.

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Goals

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

Performance Objective 1: Brenham MS will increase the number of students performing at Meets level according to the Texas Accountability System by June of 2026 to 50% in all content areas, and the Masters level to 30% in all areas.

High Priority

Evaluation Data Sources: On Data Suite
Eduphoria
TAPR

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

Strategy 2 Details		Reviews		
Strategy 2: Implement the Professional Learning Community (PLC) Cluster Cycle to strengthen Tier 1 instruction by embedding the Steps to Effective Learning into every PLC agenda. PLCs will: (1) identify student learning needs using evidence of student work and assessments; (2) obtain new learning on high -impact instructional strategies aligned to curriculum standards; (3) develop expertise through modeling, practice, and peer coaching; (4) apply strategies in classrooms with monitoring and feedback; and (5) evaluate student work and results to determine next instructional steps. Strategy's Expected Result/Impact: PLC Framework will lead to improved instructional practices, enhanced collaboration among teachers, and increased professional growth. Staff Responsible for Monitoring: Chief Academic Officer Campus Principal Instructional Coach		Formative		Summative
		Jan	Mar	June
Strategy 3 Details		Reviews		
Strategy 3: Establish campus data monitoring systems that prioritize closing achievement gaps for TEA-reported student populations by monitoring student progress toward Meets, providing timely interventions, and ensuring access to high-quality instruction using high quality resources. Strategy's Expected Result/Impact: Increased student performance for lowest performing student populations. Staff Responsible for Monitoring: Campus Administration		Formative		Summative
		Jan	Mar	June
Strategy 4 Details		Reviews		
Strategy 4: Establish & implement a campus wide observation and feedback cycle focused on improving Tier 1 instruction by providing teachers with frequent, targeted coaching aligned to T-TESS dimensions, student work analysis, and lesson planning with high-quality instructional materials (HQIM). Strategy's Expected Result/Impact: Consistent, high-quality instructional delivery across all classrooms will lead to increased student engagement, improved alignment to TEKS, and more effective use of instructional time. Staff Responsible for Monitoring: Campus Principal, Campus Instructional Coach, Campus Assistant Principals		Formative		Summative
		Jan	Mar	June
Strategy 5 Details		Reviews		
Strategy 5: 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. Strategy's Expected Result/Impact: increased teacher retention, Novice teachers will demonstrate improved classroom management, higher-quality instructional delivery. Staff Responsible for Monitoring: Chief Academic Officer Campus Principal		Formative		Summative
		Jan	Mar	June

Strategy 6 Details	Reviews		
Strategy 6: Conduct DDI Meetings 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
	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 2: 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		
Strategy 1: Engage in consistent review, using Writable and 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
	Jan	Mar	June
Strategy 2 Details	Reviews		
Strategy 2: 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 Strategy's Expected Result/Impact: An increase in the percentage of students scoring a 5 or higher on writing assessments, with improved clarity, organization, and use of academic language in student writing across all grade levels and subject areas. Staff Responsible for Monitoring: Chief Academic Officer , Campus Principals, Instructional Coaches, PLC Facilitators	Formative		Summative
	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 3: By June 2026, Brenham MS will increase TELPAS composite growth from to 58% and raise the EB reclassification rate to 10% through intentional instructional support and progress monitoring systems.

Evaluation Data Sources: LPAC progress monitoring meetings

Strategy 1 Details	Reviews		
Strategy 1: Provide targeted staff development to 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. Strategy's Expected Result/Impact: Increase the percentage of secondary emergent bilingual students progressing by at least one composite level on TELPAS Improved teacher effectiveness in delivering content using sheltered instruction and language acquisition strategies Staff Responsible for Monitoring: Bilingual Coordinator Campus Principal	Formative		Summative
	Jan	Mar	June
Strategy 2 Details	Reviews		
Strategy 2: Utilize SummitK12 to elevate EB students' language development and academic performance. Strategy's Expected Result/Impact: Improved academic performance on state assessments and course completion. Increase in student reading proficiency levels by the end of the year Staff Responsible for Monitoring: Bilingual/ESL Coordinator	Formative		Summative
	Jan	Mar	June
Strategy 3 Details	Reviews		
Strategy 3: Provide targeted professional development for teachers of EB students focused on language-rich instruction, content-based language development, and TELPAS calibration.	Formative		Summative
	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 4: 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		
Strategy 1: 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 Strategy's Expected Result/Impact: Students will demonstrate measurable growth from BOY to EOY on TEKS Ready, District Progress Measures and STAAR Staff Responsible for Monitoring: Special Services Director Curriculum Coordinators Results Driven Accountability	Formative		Summative
	Jan	Mar	June
Strategy 2 Details	Reviews		
Strategy 2: Establish campus data monitoring systems that prioritize closing achievement gaps for special education students. Strategy's Expected Result/Impact: Increase student academic growth. Staff Responsible for Monitoring: Special Services Director Special Services Coordinator Campus Administrators Curriculum Coordinator Results Driven Accountability	Formative		Summative
	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 1: Brenham ISD will increase our attendance rate to an Average Daily Attendance Rate from 95.5% in the 2024-2025 school year to 96% 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		
Strategy 1: At BMS 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. Strategy's Expected Result/Impact: Limit attendance posting errors that result in the loss of FSP. Staff Responsible for Monitoring: PEIMS Coordinator, PEIMS Support Specialist, PEIMS campus attendance personnel	Formative		Summative
	Jan	Mar	June
Strategy 2 Details	Reviews		
Strategy 2: Utilize the use of Parent Square to notify parents of student absences at 9:00 am for the pre-attendance message and at 10:00 am for the official attendance absent message, and to notify parents of needed notes and allow parents to submit those through the platform. Strategy's Expected Result/Impact: Reduction in the number of absences and unexcused absences Staff Responsible for Monitoring: Campus Administration Teachers posting attendance in a timely manner	Formative		Summative
	Jan	Mar	June
Strategy 3 Details	Reviews		
Strategy 3: A Principal 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. Strategy's Expected Result/Impact: Reduction in the number of chronically absent students Staff Responsible for Monitoring: Campus administration and campus PEIMS attendance personnel	Formative		Summative
	Jan	Mar	June

Strategy 4 Details	Reviews		
Strategy 4: 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. Strategy's Expected Result/Impact: Through understanding of processes and expectations, we will see a reduction in the number of absences and unexcused absence Staff Responsible for Monitoring: PEIMS Coordinator and Communication Department	Formative		Summative
	Jan	Mar	June
Strategy 5 Details	Reviews		
Strategy 5: 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. Strategy's Expected Result/Impact: Attendance rates for students identified as homeless will increase by 1%. Staff Responsible for Monitoring: Campus Administrators McKinney Vento Liaison Chief of Staff Funding Sources: Supplies, resources, and travel for Homeless students - 211 Title I, Part A	Formative		Summative
	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 2: 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
 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		
Strategy 1: Support and monitor the implementation of Effective Behavior Interventions and Supports (EBIS) at the schoolwide, classroom, and individual student levels. Strategy's Expected Result/Impact: School-wide processes and procedures Professional learning Decrease in out-of-placement and office referrals Staff Responsible for Monitoring: Campus Assistant Principals Campus Principal Chief of Staff	Formative		Summative
	Jan	Mar	June
Strategy 2 Details	Reviews		
Strategy 2: Support campuses in evaluating the implementation and success of interventions by monitoring individual student plans and the overall fidelity of interventions on campus. Strategy's Expected Result/Impact: Use Branching Minds to identify students, create intervention plans, progress monitor, and evaluate intervention plans. Branching Minds intervention usage indicates recommended research-based interventions and supports. Monitor the movement of student supports (tier 1, tier 2, & tier 3). Staff Responsible for Monitoring: Campus Principal	Formative		Summative
	Jan	Mar	June

Strategy 3 Details	Reviews		
Strategy 3: Establish a districtwide system for intentional integration of IXL, aligning skill practice to key standards assessed on District Progress Measures, STAAR, and EOC. Strategy's Expected Result/Impact: 80% of students will demonstrate a 10% increase in mastery of targeted skills. Staff Responsible for Monitoring: Campus Principal, Special Services Coordinator	Formative		Summative
	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

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

Strategy 1 Details	Reviews		
Strategy 1: Maintain and regularly update campus-level activity calendars to ensure transparency, alignment, and accessibility. Strategy's Expected Result/Impact: Increased Parent & Community Participation Staff Responsible for Monitoring: Communications and Community Engagement Department	Formative		Summative
	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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		
Strategy 1: Continue to review, coordinate, and implement district safety plans and improvements. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Safety Coordinator Funding Sources: - 199 General Fund	Formative		Summative
	Jan	Mar	June
Strategy 2 Details	Reviews		
Strategy 2: Continue to employ School Resource Officers. Strategy's Expected Result/Impact: Increased student safety and an increased perception of school safety and emergency preparedness. Staff Responsible for Monitoring: Superintendent Chief of Staff Safety Coordinator Funding Sources: - 199 General Fund	Formative		Summative
	Jan	Mar	June
Strategy 3 Details	Reviews		
Strategy 3: 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. Strategy's Expected Result/Impact: Reductions of bullying and increased perception of safety by students. Staff Responsible for Monitoring: Safety Coordinator Principals Assistant Principals Funding Sources: - 199 General Fund	Formative		Summative
	Jan	Mar	June

Strategy 4 Details	Reviews		
Strategy 4: Provide opportunities for 100% of BISD staff to be trained in CRASE and Stop the Bleed. Continue CPR/AED training. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Safety Coordinator Funding Sources: - 199 General Fund	Formative		Summative
	Jan	Mar	June
Strategy 5 Details	Reviews		
Strategy 5: Update campus Access control to one centralized program. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Safety Coordinator IT Department Funding Sources: - 199 General Fund	Formative		Summative
	Jan	Mar	June
Strategy 6 Details	Reviews		
Strategy 6: 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
	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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		
Strategy 1: Through extensive review of ParentSquare Analytics, and providing multiple professional development opportunities, and parent outreach nights, we will increase our district use of ParentSquare. Strategy's Expected Result/Impact: Increase the usage of interactive features by 10% within the next academic year. Staff Responsible for Monitoring: Chief of Communications		Formative		Summative
		Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

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		
Strategy 1: 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. Strategy's Expected Result/Impact: Reduce the turnover rate among new hires by providing them with the support needed to navigate the challenges of the first years in the classroom. Improve new teacher skills and confidence, and create a more supportive and collaborative school culture. Staff Responsible for Monitoring: Chief of Staff Chief Academic Officer Chief of Communications District Coordinators Campus Principals	Formative		Summative
	Jan	Mar	June
Strategy 2 Details	Reviews		
Strategy 2: 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. Strategy's Expected Result/Impact: improved instructional effectiveness in bilingual classrooms increase teacher retention by fostering professional growth, job satisfaction, and opportunities for career advancement. Staff Responsible for Monitoring: Coordinator for Bilingual Chief of Staff Campus Principals	Formative		Summative
	Jan	Mar	June

Strategy 3 Details	Reviews		
Strategy 3: 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. Strategy's Expected Result/Impact: Increase in teacher retention, student success, teacher growth, and overall community engagement. Staff Responsible for Monitoring: Chief Academic Officer Chief of Staff District Coordinators	Formative		Summative
	Jan	Mar	June
Strategy 4 Details	Reviews		
Strategy 4: 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
	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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		
Strategy 1: Provide professional learning for all evaluators to enhance their skills in conducting frequent and consistent classroom observations, identifying targeted action steps for teacher growth, delivering actionable feedback, and ensuring follow-up support to improve teacher effectiveness and student achievement. Strategy's Expected Result/Impact: As a result of more effective evaluations, feedback, and support, teachers will enhance their instructional practices, which should lead to increased student learning and growth. This 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. Staff Responsible for Monitoring: Chief of Staff Chief Academic Officer	Formative		Summative
	Jan	Mar	June
Strategy 2 Details	Reviews		
Strategy 2: The Instructional Leadership Team analyzes T-TESS walk-through and evaluation data to identify performance trends, then allocates targeted time in Professional Learning Communities (PLCs) for teachers to collaboratively discuss instructional strategies, share best practices, and address classroom challenges aligned with T-TESS domains. Strategy's Expected Result/Impact: Improve teachers' ability to demonstrate growth in specific T-TESS domains and dimensions Staff Responsible for Monitoring: Chief Academic Officer District Coordinators Campus Principals Instructional Coaches	Formative		Summative
	Jan	Mar	June
Strategy 3 Details	Reviews		
Strategy 3: Provide targeted support for teachers to achieve individual growth in their T-TESS instructional goals by utilizing K-6 instructional coaches and junior high and high school department chairs and PLC Facilitators. Strategy's Expected Result/Impact: Enhanced teacher understanding and application of the T-TESS rubric. Improved instructional practices leading to better student learning outcomes. Staff Responsible for Monitoring: Campus Principals District Coordinators and Campus Instructional Coaches	Formative		Summative
	Jan	Mar	June

Strategy 4 Details		Reviews		
Strategy 4: Monitor and implement T-TESS calibration and congruence system (Domains 2-Instruction & 3-Learning Environment) for CAO, Principals, and Assistant Principals Strategy's Expected Result/Impact: :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 Staff Responsible for Monitoring: Chief Academic Officer, Chief of Staff		Formative		Summative
		Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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: Host Brenham ISD Adult Ambassador Program by the end of the 2025-2026 school year, inviting community members to participate in a campus day to visit classrooms.

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.

Policies, Procedures, and Requirements

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

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