

Brenham Independent School District

District Improvement Plan

2025-2026



Mission Statement

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

Vision

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

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

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

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

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

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

Demographics

Demographics Summary

Brenham ISD is a diverse district, serving nearly 5,000 students across seven campuses. Our students represent a rich tapestry of backgrounds: 40% Hispanic, 20% African American, 36% White, and 4% from other racial or ethnic groups. About 61% of students are economically disadvantaged, 14% are Emergent Bilinguals, and 16% receive Special Education services, while 6% participate in the Gifted and Talented program. The student population brings a wide range of backgrounds and experiences that enhance the learning environment for all, while underscoring the need for tailored resources, focused instructional approaches, and supportive practices to help every student succeed. Chronic absenteeism, currently at 16.6%, remains a challenge that the district is addressing through student engagement and communication initiatives.

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

Demographics Strengths

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

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

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Only 28.6% of graduates meet TSI benchmarks in both Reading and Math, while just 19.1% earn nine or more hours of dual credit with passing grades and 18.9% achieve a qualifying score on an AP/IB exam, indicating that too few students are successfully meeting college readiness benchmarks.

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

Student Learning

Student Learning Summary

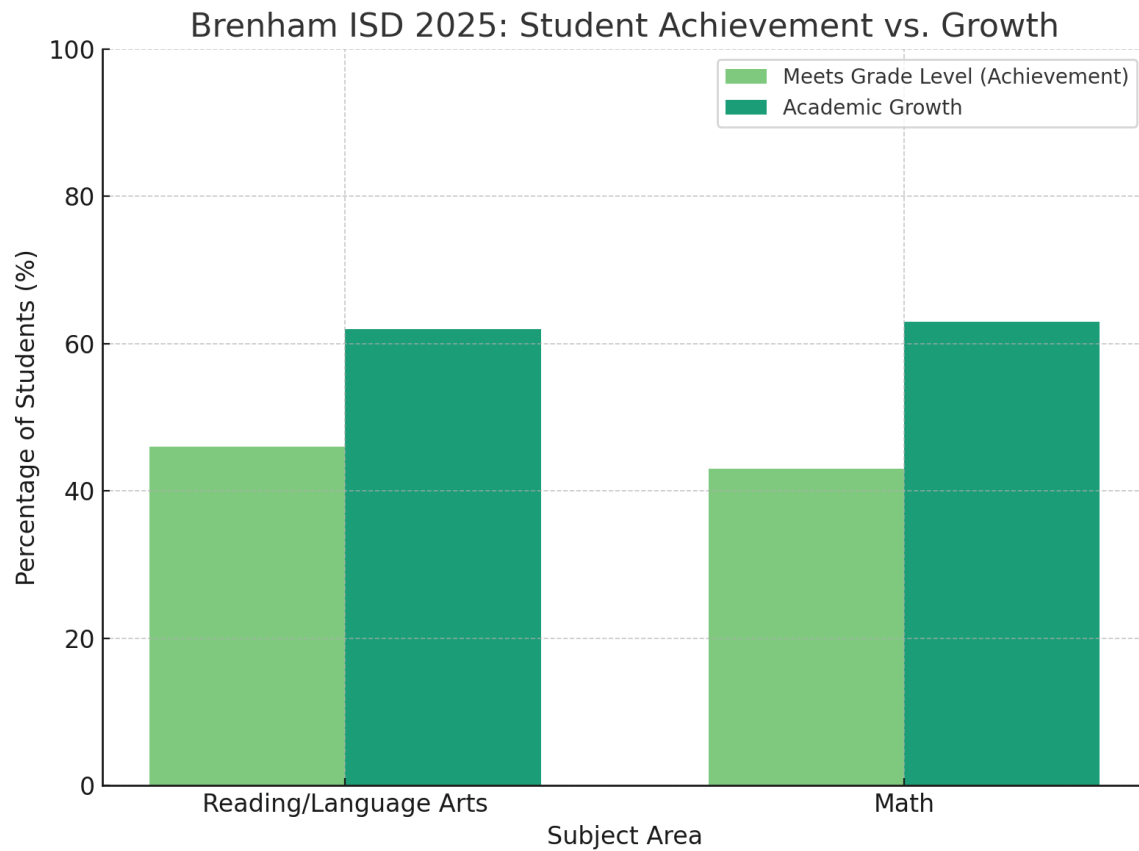
2025 Accountability Ratings :

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

Understanding Student Achievement vs. Student Growth

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

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



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

Data Table: Accountability Groups

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

Closing the Gaps

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

Closing the Gaps Table Summary:

	All Students	Econ Disadv	Non Econ Disadv	G/T	EB/EL (Current)	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non Continuously Enrolled	Highly Mobile+	Foster	Homeless	Migrant
Academic Achievement Status														
Reading/Language Arts (RLA)														
2025 % at Meets GL Standard or Above	46%	31%	65%	96%	20%	20%	12%	45%	46%	43%	63%	-	61%	100%
2025 # at Meets GL Standard or Above	1,389	540	849	239	95	95	75	27	1,097	292	12	-	11	1
2025 Total Tests (Adjusted)	3,039	1,730	1,309	250	464	464	634	60	2,366	673	19	-	18	1
Mathematics														
2025 % at Meets GL Standard or Above	43%	29%	63%	97%	22%	22%	14%	44%	44%	40%	41%	-	33%	100%
2025 # at Meets GL Standard or Above	1,055	410	645	200	83	83	77	27	830	225	7	-	5	2
2025 Total Tests (Adjusted)	2,454	1,427	1,027	207	374	374	532	62	1,894	560	17	-	15	2
Academic Growth Status														
	All Students	Econ Disadv	Non Econ Disadv	G/T	EB/EL (Current)	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non Continuously Enrolled	Highly Mobile+	Foster	Homeless	Migrant
RLA														
2025 Academic Growth Score	62%	55%	70%	86%	48%	48%	41%	56%	63%	58%	75%	-	73%	100%
2025 Growth Points	1,481.25	739.25	742.00	194.25	161.75	161.75	193.75	28.00	1,203.50	277.75	8.25	-	7.25	1.00
2025 Total Tests	2,395	1,341	1,054	227	334	334	478	50	1,918	477	11	-	10	1
Mathematics														
2025 Academic Growth Score	63%	57%	73%	90%	60%	60%	48%	57%	64%	63%	84%	-	84%	-
2025 Growth Points	1,207.50	638.75	568.75	150.50	175.00	175.00	196.75	30.00	958.00	249.50	6.75	-	6.75	-
2025 Total Tests	1,904	1,125	779	168	294	294	413	53	1,505	399	8	-	8	-

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

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

Throughout the 2025–2065 school year, professional development and school improvement efforts will align with the district’s key instructional focus areas:

- Strengthening Professional Learning Communities (PLCs)
- Using High-Quality Instructional Materials (HQIM) and adopted curriculum resources

- Implementing consistent observation and feedback cycles
- Prioritizing data-driven instruction through regular analysis of student work
- Promoting continuous professional learning and growth

Student Learning Strengths

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

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

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

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): All students are not meeting grade-level expectations, with only 46% achieving Meets in Reading/Language Arts and 43% in Math on STAAR 2025. Gaps are most evident among African American, Hispanic, Emergent Bilingual, and Special Education students, and fewer than 29% of graduates meet TSI benchmarks in both Reading and Math.

Root Cause: Tier 1 instruction is not consistently rigorous or aligned to state standards, and implementation of scaffolds and language supports varies across campuses.

Problem Statement 2: Brenham ISD students are not consistently meeting grade-level expectations,

Root Cause: Student mastery is limited because not all classrooms are consistently using TEKS-aligned, high-quality instructional materials, and Tier 1 instruction varies in rigor and alignment across campuses and grade levels.

Problem Statement 3: Only 20% of current ELs and 31% of economically disadvantaged students met the Meets Grade Level standard in Reading.

Root Cause: Lack of opportunity to engage with rigorous reading content due to limited academic vocabulary and teachers needing more training on how to scaffold in core instruction

Problem Statement 4: Students receiving special education services demonstrate significant academic underperformance, with only 12% meeting the Reading standard and 14% meeting the Math standard

Problem Statement 5 (Prioritized): For Progress in Achieving English Language Proficiency for EB students in Closing the Gaps, targets were missed by XX schools.

Root Cause: There is a lack of consistency in the program framework implementation including content-based language instruction for long-term Emergent Bilingual student and of linguistically differentiated practices which negatively impacts Emergent Bilingual students' growth in English proficiency and limits their academic success.

Problem Statement 6 (Prioritized): Inconsistent implementation of instructional practices and intervention programs across campuses is limiting the effectiveness of efforts to accelerate learning and support struggling students, particularly those not meeting grade-level expectations in foundational literacy and numeracy skills

Root Cause: Lack of systems for ensuring fidelity of implementation, including clear expectations, aligned training, and consistent progress monitoring for instructional practices and intervention programs.

Problem Statement 7 (Prioritized): Inconsistent implementation of evidence-based early literacy practices, limited use of diagnostic data to guide instruction, and varying teacher experience in foundational reading instruction are contributing to gaps in K-2 students' reading proficiency.

Root Cause: A lack of consistent, system-wide implementation of structured literacy practices grounded in the science of reading, compounded by insufficient professional development in early reading instruction.

District Processes & Programs

District Processes & Programs Summary

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

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

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

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

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

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

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

Problem Statements Identifying District Processes & Programs Needs

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

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

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

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

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

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

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

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

Perceptions

Perceptions Summary

Family and Community Engagement

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

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

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

Priority Problem Statements

Problem Statement 1: Only 28.6% of graduates meet TSI benchmarks in both Reading and Math, while just 19.1% earn nine or more hours of dual credit with passing grades and 18.9% achieve a qualifying score on an AP/IB exam, indicating that too few students are successfully meeting college readiness benchmarks.

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

Problem Statement 1 Areas: Demographics

Problem Statement 2: All students are not meeting grade-level expectations, with only 46% achieving Meets in Reading/Language Arts and 43% in Math on STAAR 2025. Gaps are most evident among African American, Hispanic, Emergent Bilingual, and Special Education students, and fewer than 29% of graduates meet TSI benchmarks in both Reading and Math.

Root Cause 2: Tier 1 instruction is not consistently rigorous or aligned to state standards, and implementation of scaffolds and language supports varies across campuses.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: For Progress in Achieving English Language Proficiency for EB students in Closing the Gaps, targets were missed by XX schools.

Root Cause 3: There is a lack of consistency in the program framework implementation including content-based language instruction for long-term Emergent Bilingual student and of linguistically differentiated practices which negatively impacts Emergent Bilingual students' growth in English proficiency and limits their academic success.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Only 12% of special education students and 20% of EB students met the Meets Grade Level standard in Reading, with similarly low performance in Math.

Root Cause 4: Systemic gaps in the alignment and effectiveness of instructional practices, intervention delivery, and program implementation. Current programs may lack consistent structures for monitoring progress, differentiating instruction, and integrating supports into general education classroom.

Problem Statement 4 Areas: District Processes & Programs

Problem Statement 5: Teachers are still developing their understanding of how to deliver high-quality instruction and receive uneven support in consistently applying instructional materials and strong practices in daily teaching.

Root Cause 5: PLC process has not provided micro-learning & consistent routine observation and feedback that transform instructional practice has been uneven

Problem Statement 5 Areas: District Processes & Programs

Problem Statement 6: Inconsistent implementation of instructional practices and intervention programs across campuses is limiting the effectiveness of efforts to accelerate learning and support struggling students, particularly those not meeting grade-level expectations in foundational literacy and numeracy skills

Root Cause 6: Lack of systems for ensuring fidelity of implementation, including clear expectations, aligned training, and consistent progress monitoring for instructional practices and intervention programs.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Inconsistent implementation of evidence-based early literacy practices, limited use of diagnostic data to guide instruction, and varying teacher experience in foundational reading instruction are contributing to gaps in K-2 students' reading proficiency.

Root Cause 7: A lack of consistent, system-wide implementation of structured literacy practices grounded in the science of reading, compounded by insufficient professional development in early reading instruction.

Problem Statement 7 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- Student failure and/or retention rates
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Communications data
- Budgets/entitlements and expenditures data
- Action research results

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		
Strategy 1: Implement the Professional Learning Community (PLC) Cluster Cycles to strengthen Tier 1 instruction by embedding the Steps to Effective Learning into every PLC agenda. PLCs will: (1) identify student learning needs using evidence of student work and assessments; (2) obtain new instructional strategies aligned to standards; (3) develop expertise through modeling, practice, and peer coaching; (4) apply strategies in classrooms with monitoring and feedback; and (5) evaluate student work and results to determine next instructional steps. Strategy's Expected Result/Impact: Teacher lesson plans and classroom observations reflect explicit instruction in letter naming and vocabulary. Increased teacher confidence and fidelity in using high-leverage literacy routines. Students show steady growth on Circle Letter Naming and Vocabulary assessments across the year. Staff Responsible for Monitoring: Elementary Coordinator ECLC Campus Principal Funding Sources: - 199 General Fund, - 211 Title I, Part A, - 199-PIC 36 Early Education Allotment		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: 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		
Strategy 1: 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. Strategy's Expected Result/Impact: Foundational reading skills in K-2 will improve, early literacy gaps will close more quickly, and more students will meet or exceed grade-level expectations by the end of each year. Staff Responsible for Monitoring: Chief Academic Officer, District Instructional Coordinators, Campus Principals, Campus Instructional Coaches Problem Statements: Student Learning 7 - District Processes & Programs 1 Funding Sources: - 211 Title I, Part A, - 255 Title II, Part A, TPTR, - 199 General Fund		Formative		Summative
		Jan	Mar	June
Strategy 2 Details		Reviews		
Strategy 2: Implement required components of HB3 as it relates to foundational reading practices specifically concise, direct, explicit, and systematic phonics instruction with ample opportunities to practice and cumulative review through using the high quality instructional materials HMH. Strategy's Expected Result/Impact: The anticipated result is an increased percentage of PK-2 students performing at/above grade level expectation in measurements of reading achievement. Staff Responsible for Monitoring: Chief Academic Officer Elementary Curriculum Coordinator Elementary Campus Principals Instructional Coaches Reading Intervention Teachers Problem Statements: Student Learning 5 - District Processes & Programs 1 Funding Sources: - 199 General Fund - IMA Fund - \$41,500, - 211 Title I, Part A, - 255 Title II, Part A, TPTR		Formative		Summative
		Jan	Mar	June

Strategy 3 Details		Reviews		
Strategy 3: Implement the Professional Learning Community (PLC) Cluster Cycles to strengthen Tier 1 instruction by embedding the Steps to Effective Learning into every PLC agenda. PLCs will: (1) identify student learning needs using evidence of student work and assessments; (2) obtain new instructional strategies aligned to standards; (3) develop expertise through modeling, practice, and peer coaching; (4) apply strategies in classrooms with monitoring and feedback; and (5) evaluate student work and results to determine next instructional steps. Strategy's Expected Result/Impact: Students will demonstrate measurable growth from BOY to EOY on TEKS Ready, District Progress Measures and STAAR. Staff Responsible for Monitoring: Chief Academic Officer District Instructional Coordinators Campus Principals Instructional Coaches Grade-Level Department Team Leaders Problem Statements: Student Learning 6 - District Processes & Programs 1 Funding Sources: - 199 General Fund, - 211 Title I, Part A, - 255 Title II, Part A, TPTR		Formative		Summative
		Jan	Mar	June
Strategy 4 Details		Reviews		
Strategy 4: Establish & implement a district 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: Monitoring Chief Academic Officer, District Instructional Coordinators, Campus Principals Problem Statements: Student Learning 6 Funding Sources: - 199 General Fund, - 211 Title I, Part A, - 255 Title II, Part A, TPTR		Formative		Summative
		Jan	Mar	June

Strategy 5 Details	Reviews		
Strategy 5: Collaborate with the Literacy Committee to write and implement the Brenham ISD Literacy Framework, grounded in Research-Based Instructional Strategies (RBIS) to strengthen Tier 1 literacy instruction . Strategy's Expected Result/Impact: District and Campus Leaders and Teachers will have clear guidance for delivering foundational skills, language development, comprehension, and writing within Tier 1 instruction, leading to stronger instructional alignment, more effective interventions, and measurable improvement in student outcomes Staff Responsible for Monitoring: Chief Academic Officer Elementary Curriculum Coordinator District Instructional Specialist Equity Plan Problem Statements: District Processes & Programs 1 Funding Sources: - 199 General Fund	Formative		Summative
	Jan	Mar	June
Strategy 6 Details	Reviews		
Strategy 6: Implement District wide reading program, Really Great Reading, in grades K-2 for targeted instruction for students determined to be at risk for dyslexia. Strategy's Expected Result/Impact: More students will read on grade level following intervention. Staff Responsible for Monitoring: Reading Specialists Special Services Coordinator Director of Special Services Funding Sources: - 199-PIC 37 Dyslexia - \$5,800	Formative		Summative
	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 5: For Progress in Achieving English Language Proficiency for EB students in Closing the Gaps, targets were missed by XX schools. Root Cause: There is a lack of consistency in the program framework implementation including content-based language instruction for long-term Emergent Bilingual student and of linguistically differentiated practices which negatively impacts Emergent Bilingual students' growth in English proficiency and limits their academic success.
Problem Statement 6: Inconsistent implementation of instructional practices and intervention programs across campuses is limiting the effectiveness of efforts to accelerate learning and support struggling students, particularly those not meeting grade-level expectations in foundational literacy and numeracy skills Root Cause: Lack of systems for ensuring fidelity of implementation, including clear expectations, aligned training, and consistent progress monitoring for instructional practices and intervention programs.
Problem Statement 7: Inconsistent implementation of evidence-based early literacy practices, limited use of diagnostic data to guide instruction, and varying teacher experience in foundational reading instruction are contributing to gaps in K-2 students' reading proficiency. Root Cause: A lack of consistent, system-wide implementation of structured literacy practices grounded in the science of reading, compounded by insufficient professional development in early reading instruction.

District Processes & Programs

Problem Statement 1: Teachers are still developing their understanding of how to deliver high-quality instruction and receive uneven support in consistently applying instructional materials and strong practices in daily teaching. **Root Cause:** PLC process has not provided micro-learning & consistent routine observation and feedback that transform instructional practice has been uneven

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		
Strategy 1: 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. Strategy's Expected Result/Impact: Increase % students performing at or above grade level standard in reading & math (as measured by STAAR assessment) Increase % of graduates who meet TEA's definition of CCMR ready Staff Responsible for Monitoring: Chief Academic Officer Curriculum Coordinators Problem Statements: Student Learning 1 - District Processes & Programs 1, 3		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 Curriculum Coordinators Campus Principals Equity Plan Problem Statements: District Processes & Programs 1		Formative		Summative
		Jan	Mar	June

Strategy 3 Details	Reviews		
Strategy 3: Establish campus and district data monitoring systems that prioritize closing achievement gaps for TEA-reported student populations by monitoring student progress toward Meets, providing timely interventions, and ensuring access to high-quality instruction using high quality resources. Strategy's Expected Result/Impact: Increased student performance for lowest performing student populations. Problem Statements: Student Learning 1 - District Processes & Programs 3	Formative		Summative
	Jan	Mar	June
Strategy 4 Details	Reviews		
Strategy 4: Establish & implement a district 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: Chief Academic Officer, District Instructional Coordinators, Campus Principals Problem Statements: District Processes & Programs 1	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 Principals Problem Statements: District Processes & Programs 1	Formative		Summative
	Jan	Mar	June
Strategy 6 Details	Reviews		
Strategy 6: 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
	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 1: All students are not meeting grade-level expectations, with only 46% achieving Meets in Reading/Language Arts and 43% in Math on STAAR 2025. Gaps are most evident among African American, Hispanic, Emergent Bilingual, and Special Education students, and fewer than 29% of graduates meet TSI benchmarks in both Reading and Math. **Root Cause:** Tier 1 instruction is not consistently rigorous or aligned to state standards, and implementation of scaffolds and language supports varies across campuses.

District Processes & Programs

Problem Statement 1: Teachers are still developing their understanding of how to deliver high-quality instruction and receive uneven support in consistently applying instructional materials and strong practices in daily teaching. **Root Cause:** PLC process has not provided micro-learning & consistent routine observation and feedback that transform instructional practice has been uneven

Problem Statement 3: Only 12% of special education students and 20% of EB students met the Meets Grade Level standard in Reading, with similarly low performance in Math. **Root Cause:** Systemic gaps in the alignment and effectiveness of instructional practices, intervention delivery, and program implementation. Current programs may lack consistent structures for monitoring progress, differentiating instruction, and integrating supports into general education classroom.

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		
Strategy 1: Engage in consistent review, calibrating and scoring of student writing, including ECRs, using the state rubric after DPMS, class assignments, benchmark assessments and previous year STAAR results. Problem Statements: Student Learning 1 - District Processes & Programs 3	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 Problem Statements: Demographics 1 - Student Learning 6	Formative		Summative
	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue			

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Only 28.6% of graduates meet TSI benchmarks in both Reading and Math, while just 19.1% earn nine or more hours of dual credit with passing grades and 18.9% achieve a qualifying score on an AP/IB exam, indicating that too few students are successfully meeting college readiness benchmarks. Root Cause: Too few students meet college readiness benchmarks because Tier 1 instruction and support systems do not consistently prepare all learners for the rigor of TSI, dual credit, and AP/IB coursework.

Student Learning

Problem Statement 1: All students are not meeting grade-level expectations, with only 46% achieving Meets in Reading/Language Arts and 43% in Math on STAAR 2025. Gaps are most evident among African American, Hispanic, Emergent Bilingual, and Special Education students, and fewer than 29% of graduates meet TSI benchmarks in both Reading and Math. **Root Cause:** Tier 1 instruction is not consistently rigorous or aligned to state standards, and implementation of scaffolds and language supports varies across campuses.

Problem Statement 6: Inconsistent implementation of instructional practices and intervention programs across campuses is limiting the effectiveness of efforts to accelerate learning and support struggling students, particularly those not meeting grade-level expectations in foundational literacy and numeracy skills **Root Cause:** Lack of systems for ensuring fidelity of implementation, including clear expectations, aligned training, and consistent progress monitoring for instructional practices and intervention programs.

District Processes & Programs

Problem Statement 3: Only 12% of special education students and 20% of EB students met the Meets Grade Level standard in Reading, with similarly low performance in Math. **Root Cause:** Systemic gaps in the alignment and effectiveness of instructional practices, intervention delivery, and program implementation. Current programs may lack consistent structures for monitoring progress, differentiating instruction, and integrating supports into general education classroom.

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		
Strategy 1: 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. Strategy's Expected Result/Impact: Increase the number of students who are college and career ready. Staff Responsible for Monitoring: AVID Campus Coordinators Funding Sources: - 199-PIC 38 College, Career, and Military - \$50,000	Formative		Summative
	Jan	Mar	June
Strategy 2 Details	Reviews		
Strategy 2: BHS Counselors will meet with every student about their endorsement and ensure that course requests match students' Program of Study. Strategy's Expected Result/Impact: Students will follow a coherent sequence of courses to earn Industry Based Certifications to prepare them to enter the workforce, college, or the military. Staff Responsible for Monitoring: Lead Counselor High School Principal	Formative		Summative
	Jan	Mar	June
Strategy 3 Details	Reviews		
Strategy 3: 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. Strategy's Expected Result/Impact: Increase the percent of students who graduate Brenham High School College, Career or Military Ready Staff Responsible for Monitoring: Chief Academic Officer Brenham High School Principal Brenham Junior High School Principal CTE Coordinator	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 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		
Strategy 1: 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) Strategy's Expected Result/Impact: Increase of graduates with post-secondary readiness. Staff Responsible for Monitoring: Chief Academic Officer District Lead Counselor BHS and BJH Principal and Counselors CCMR Coordinator Problem Statements: Demographics 1	Formative		Summative
	Jan	Mar	June
Strategy 2 Details	Reviews		
Strategy 2: Implement TSI prep courses, boot camps, and embedded interventions during the school day or Saturday School for juniors and seniors not yet meeting benchmarks. Strategy's Expected Result/Impact: Increase graduates post secondary readiness Staff Responsible for Monitoring: Chief Academic Officer District Counselor Principals and Counselors CCMR Coordinator Problem Statements: Demographics 1	Formative		Summative
	Jan	Mar	June

Strategy 3 Details	Reviews		
Strategy 3: 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. Strategy's Expected Result/Impact: Increased number of students taking pre-collegiate exams, and increased number of students receiving financial assistance in the college enrollment process. Staff Responsible for Monitoring: Campus Testing Coordinators, AVID Elective Teachers Problem Statements: Demographics 1 Funding Sources: - 199-PIC 38 College, Career, and Military - \$25,000	Formative		Summative
	Jan	Mar	June
Strategy 4 Details	Reviews		
Strategy 4: 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. Strategy's Expected Result/Impact: Increase the % of students who graduate from Brenham High School College Career, Military Ready. Staff Responsible for Monitoring: Chief Academic Officer Brenham High School Principal District Lead Counselor District CTE Coordinator Brenham High School CCMR Coordinator	Formative		Summative
	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 1: Only 28.6% of graduates meet TSI benchmarks in both Reading and Math, while just 19.1% earn nine or more hours of dual credit with passing grades and 18.9% achieve a qualifying score on an AP/IB exam, indicating that too few students are successfully meeting college readiness benchmarks. Root Cause: Too few students meet college readiness benchmarks because Tier 1 instruction and support systems do not consistently prepare all learners for the rigor of TSI, dual credit, and AP/IB coursework.

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		
Strategy 1: 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. Strategy's Expected Result/Impact: Increase the percentage of secondary emergent bilingual students progressing by at least one composite level on TELPAS from 23% to 33%. Improved teacher effectiveness in delivering content using sheltered instruction and language acquisition strategies Staff Responsible for Monitoring: Bilingual Coordinator High School Principal Junior High Principal Problem Statements: District Processes & Programs 1, 3	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 Problem Statements: Student Learning 5	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. Problem Statements: Student Learning 5	Formative		Summative
	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 7 Problem Statements:

Student Learning
Problem Statement 5: For Progress in Achieving English Language Proficiency for EB students in Closing the Gaps, targets were missed by XX schools. Root Cause: There is a lack of consistency in the program framework implementation including content-based language instruction for long-term Emergent Bilingual student and of linguistically differentiated practices which negatively impacts Emergent Bilingual students' growth in English proficiency and limits their academic success.
District Processes & Programs
Problem Statement 1: Teachers are still developing their understanding of how to deliver high-quality instruction and receive uneven support in consistently applying instructional materials and strong practices in daily teaching. Root Cause: PLC process has not provided micro-learning & consistent routine observation and feedback that transform instructional practice has been uneven
Problem Statement 3: Only 12% of special education students and 20% of EB students met the Meets Grade Level standard in Reading, with similarly low performance in Math. Root Cause: Systemic gaps in the alignment and effectiveness of instructional practices, intervention delivery, and program implementation. Current programs may lack consistent structures for monitoring progress, differentiating instruction, and integrating supports into general education classroom.

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		
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 and district 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 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		
Strategy 1: 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. 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 Funding Sources: - 199 General Fund	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 Funding Sources: - 199 General Fund	Formative		Summative
	Jan	Mar	June

Strategy 3 Details	Reviews		
Strategy 3: 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. Strategy's Expected Result/Impact: Reduction in the number of chronically absent students Staff Responsible for Monitoring: Campus administration and campus PEIMS attendance personnel Funding Sources: - 199 General Fund	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 Funding Sources: - 199 General Fund	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 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		
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 Funding Sources: - 199 General Fund, - 199-PIC 23 State Special Education (SpEd)	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 (K-4). 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: Special Services Coordinator Campus SST Campus Principal Funding Sources: - 199 General Fund, - 199-PIC 23 State Special Education (SpEd)	Formative		Summative
	Jan	Mar	June

Strategy 3 Details	Reviews		
Strategy 3: Establish a district wide 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 Funding Sources: - 199 General Fund	Formative		Summative
	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

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

Strategy 1 Details		Reviews		
Strategy 1: Maintain and regularly update both district and campus-level activity calendars to ensure transparency, alignment, and accessibility. Strategy's Expected Result/Impact: Increased Parent & Community Participation Staff Responsible for Monitoring: 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 Equity Plan		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 Equity Plan	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 Equity Plan	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: 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.

Title I

Descriptor 1: Student Progress Monitoring and Supports

1.1: Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

Brenham ISD is committed to providing a comprehensive and well-rounded program of instruction that meets the academic needs of all students while ensuring progress toward challenging state standards. The LEA program plan is developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, administrators, parents, and other appropriate school personnel. The district monitors student achievement through multiple measures, including formative and summative assessments, progress monitoring tools, and data-driven decision-making processes. To support student learning, BISD offers a Summer School program for all K–1 bilingual students, as well as enrichment and credit recovery opportunities through a variety of software platforms and digital resources. The district provides a full-day Pre-K program for all eligible 4-year-old students, including transportation, and partners with Brazos Valley Head Start to serve 3-year-olds. BISD’s STEAM initiative spans elementary through junior high campuses, fostering engagement in Science, Technology, Engineering, Arts, and Mathematics, while the high school Engineering Program of Study expands opportunities for students to explore STEM careers. The district seeks input and feedback from stakeholders through DEIC meetings, parent and community surveys, Title I meetings, and other campus events. Together, these programs and collaborative processes, paired with continuous monitoring and instructional adjustments, ensure that all students are supported in meeting rigorous academic expectations.

Brenham ISD ensures that Title I, Part A programs are coordinated with other ESEA and related programs to provide comprehensive support for all students. The district aligns services with IDEA to meet the needs of students with disabilities, integrates CTE programs supported through the Carl D. Perkins Career and Technical Education Act, and collaborates with the McKinney-Vento Homeless Assistance Act to support students experiencing homelessness. Coordination includes shared planning, data analysis, and professional development to ensure that instructional strategies, interventions, and resources are aligned across programs. By leveraging these partnerships, BISD maximizes the impact of federal funds and provides equitable access to high-quality instruction and support services for all students.

The Federal Programs Coordinator conducts regular outreach to local participating private nonprofit (PNP) schools to ensure equitable access to Title I, Part A services. Outreach activities are designed to facilitate timely consultation, promote cost-effective use of funds, and ensure services are provided in accordance with the written agreement between the district and each PNP.

1.2: Identifying students who may be at risk for academic failure;

BISD used a comprehensive, equitable, and data-driven process to identify students who may be at risk for academic failure. This process is designed to ensure early identification and timely support, in alignment with the purpose of Title I—to provide all children with a fair, equitable, and high-quality education. District wide procedures for identifying at-risk students include the ongoing analysis of academic performance data, such as classroom grades, local assessments, progress monitoring results, IXL & TEKS Ready scores, and state testing outcomes (e.g., STAAR & TELPAS). Students who consistently perform below grade-level expectations or show limited academic growth are prioritized for additional support.

In addition, we use the district’s Multi-Tiered System of Supports framework to identify and monitor students who require more intensive, tiered instructional supports. Students receiving Tier 2 or Tier 3 interventions are closely tracked for progress. Attendance patterns and student engagement are also considered, as chronic absenteeism and disengagement are strong indicators of academic risk. Educator input plays a critical role in this process; teachers, counselors, and other instructional staff refer students based on classroom performance, learning difficulties, or behavioral concerns. Parent and guardian input is also valued and factored into student identification when appropriate.

Our district conducts regular reviews of disaggregated data to ensure equitable identification of students across all federally recognized subgroups, including English learners, economically disadvantaged students, students with disabilities, migrant students, homeless students, and children in foster care. Each Title I campus aligns with this district wide approach and may also use additional campus-specific criteria informed by local needs assessments. Title I funds are used strategically to provide supplemental instructional support, intervention personnel, tutoring, and other evidence-based interventions for students identified as at risk. These efforts ensure our district remains proactive in supporting the academic success of all learners, especially those most in need.

1.3: Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards;

Brenham ISD has a comprehensive approach to addressing educational equity by supporting students identified as at risk, including Hispanic, African American, economically disadvantaged students, and those demonstrating academic performance gaps in reading and math. The district has a strong focus on professional development and curriculum. BISD utilizes MTSS data to identify specific needs and areas for improvement among At Risk students and regularly assesses and analyzes student performance data to inform instructional decisions.

To provide targeted support, BISD develops individualized learning plans for At Risk students based on their unique needs and learning styles, collaborating with intervention teachers and instructional coaches to tailor instruction accordingly. The district fosters collaboration between Reading and Math Intervention teachers, the Biliteracy Coach, instructional coaches, curriculum coordinators, and digital learning staff to ensure a cohesive and integrated approach. Best practices and strategies are shared across departments to benefit all students.

To further support these efforts, the district has strategically hired interventionists and instructional aides to provide additional academic assistance to students in need. These personnel work closely with classroom teachers to deliver targeted interventions and reinforce core instruction, allowing for more personalized support and smaller group instruction.

Parental engagement is supported through Parent Square, providing resources to help parents support their children at home and establishing regular communication channels to keep them informed about student progress and improvement strategies.

1.4: Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning;

BISD continues to evaluate the need to upgrade digital tools for classrooms and libraries to enhance instructional delivery. The district is committed to hiring interventionists to support targeted instruction and to implementing IXL testing, TEKS Ready, and benchmark assessments to monitor progress and inform data-driven decision-making.

The district explores educational technology tools that can supplement and support reading and math interventions, and provides training for teachers on effective integration of technology into the curriculum. Teachers are encouraged to use formative assessments to gauge student understanding in real-time and use assessment data to adjust instructional strategies and interventions on an ongoing basis.

Professional Learning Communities (PLCs) are established to facilitate collaboration among teachers, share insights, and collectively problem-solve. PLCs are used to review student data, discuss effective instructional strategies, and plan interventions. Instructional strategies are designed to be culturally responsive to meet the diverse needs of students, and professional development is provided on culturally responsive teaching practices.

Mentoring programs are implemented where experienced teachers support newer colleagues in applying effective strategies. A culture of peer support and collaborative learning is fostered, and a feedback loop is established to provide teachers with constructive feedback on instructional practices. Teachers are encouraged to reflect regularly on their teaching strategies and their impact on student learning.

Descriptor 2: Teacher Quality

Brenham ISD identifies and addresses disparities in teacher assignment by regularly reviewing staffing data to ensure that low-income and minority students are not disproportionately taught by ineffective, inexperienced, or out-of-field teachers. Principals and district leaders monitor teacher qualifications, experience, and certifications, and provide targeted support through mentoring, professional development, and instructional coaching to strengthen teacher effectiveness. The district uses teacher evaluation systems, including T-TESS, to ensure all educators meet high standards of instruction. Additionally, campus leadership teams work collaboratively in PLCs to analyze student achievement and teacher assignment data, implement strategies to equitably distribute skilled teachers, and provide additional supports for teachers working with high-need populations. These efforts are designed to promote equitable access to high-quality instruction for all students.

See [BISD Equity Plan](#) for more information

Descriptor 3: School Improvement and Support Activities

Brenham ISD carries out its School Support and Improvement responsibilities by providing targeted assistance and resources to campuses in need of additional academic and organizational support. The district monitors campus performance data, including student achievement, attendance, and discipline trends, to identify areas for improvement. School support teams, including curriculum specialists, instructional coaches, and administrators, work closely with campus leadership to develop, implement, and review and revise Campus Improvement Plans three times during the school year (January, March, & June), providing ongoing support for effective instructional practices. Principals and staff collaborate in PLCs to review progress, adjust strategies, and ensure alignment with district goals and state accountability standards. Additionally, the district provides guidance and resources to implement evidence-based interventions, supports for students at risk, and strategies to increase family and community engagement. District Improvement Plan is reviewed and revised three times during the school year (January, March, & June).

SEE [District and Campus Improvement Plans](#) for more information.

Descriptor 4: Measure of Poverty

When allocating Title I, Part A funds, the District used the Supplement, not Supplant Methodology to ensure funds are allocated fairly and equitably. Percentages of low SES students are used to supplemental allocate funds for personnel and resources to campuses. For the 2025-2026 school year, the following table represents such distribution of funds.

Campus	Free/Red Lunch Numbers	% Eco. Dis	Campus Status	Poverty Rank
001/BHS	747	48.38%	Not Served	7
042/BJHS	439	58.07%	Not Served	5
041/BMS	428	60.88%	School Wide	4
101/AES	263	57.18%	School Wide	6

Campus	Free/Red Lunch Numbers	% Eco. Dis	Campus Status	Poverty Rank
102/BES	335	65.43%	School Wide	3
103/KES	456	69.62%	School Wide	2
106/ECLC	222	91.74%	School Wide	1

Descriptor 5: Nature of Programs

Brenham ISD operates Title I, Part A programs as Schoolwide programs on five of our seven campuses. These campuses use Title I funds to strengthen the entire instructional program so that all students, particularly those who are at risk of not meeting state standards, can succeed academically. Schoolwide efforts include providing high-quality instruction, evidence-based interventions, professional development for teachers and staff, extended learning opportunities such as tutoring or small-group instruction, and activities that promote strong parent and family engagement. At this time, Brenham ISD does not operate any Targeted Assistance programs.

Descriptor 6: Services to Homeless Children and Youth

The LEA is committed to ensuring that homeless children and youth have full and equitable access to educational opportunities, in alignment with the McKinney-Vento Homeless Assistance Act and Title I, Part A requirements. To support the enrollment, attendance, and academic success of homeless students, the LEA provides a range of coordinated services. These include immediate enrollment assistance regardless of documentation, transportation to the school of origin when it is in the best interest of the student, and access to academic supports such as tutoring, supplemental instructional services, and extended learning opportunities. Additionally, the LEA supplies essential items such as school supplies, hygiene products, clothing, and backpacks to remove barriers to school participation. The LEA connects homeless families to community resources for food, housing, and mental health support and ensures that students receive social-emotional support through school counselors and trained staff. Parental engagement is promoted through outreach that informs families of their educational rights and helps them access early childhood education programs. To ensure coordination, the Homeless Liaison is also the Title I or Federal Programs Coordinator who works with other district departments to align services and avoid duplication. The LEA determines the amount of Title I, Part A funds reserved for homeless students by reviewing prior year expenditures, assessing the current and projected number of identified homeless students, conducting a needs assessment in collaboration with key stakeholders, and estimating costs for essential services and supplies. This reservation is revisited annually to ensure it reflects the actual needs of the homeless student population and is appropriately documented in the Title I, Part A budget.

Descriptor 7: Parent and Family Engagement Strategy

Brenham ISD is dedicated to providing a quality education for every student in our district. To accomplish this objective, the district will develop and maintain partnerships with parents/caregivers, patrons, and community members; moreover, the district will involve parents/caregivers in all aspects of the various local, state, and federal programs offered in Brenham I.S.D. One way we continue to do this is by participating in the Title I, Part A State Program. This program provides funding for low socioeconomic schools. In return, we promise to meet the expectations laid out for us by the Texas Education Agency and the United States Department of Education. The district believes that establishing and maintaining open lines of communication will expand and enhance learning opportunities as a lasting result we will create the best learning environment for every child.

Parents and families are a child's first teacher. Therefore, a mutually beneficial relationship between school and home is in the best interest of every child. The goal is to foster communication and decision-making with parents about student performance and to collaboratively support learning. Our objectives are to:

- Establish effective two-way communication between school and home which is linked to a higher completion rate on school activities, better attention during instructional tasks, increased participation by all parties, and improved interactions and relationships between parents, teachers, and students.
- Involve parents in school experiences, to improve grades, behavior, attendance, social skills, and adaption.
- Learn together to build a better school and home life through collaborative learning.
- Grow a life-long learner to prevent health issues that often occur later in life.
- Develop ways of effective communication by looking at parent involvement and stay connected areas.

SEE [District Parent & Family Engagement \(PFE\) Policy](#) for more information.

Descriptor 8: Early Childhood Education Programs and Transition Plans

Brenham ISD supports, coordinates, and integrates Title I, Part A services with early childhood education programs to ensure a smooth and successful transition for children entering elementary school. The district collaborates with the Early Childhood Learning Center (ECLC) and elementary campuses to provide a structured transition process that prepares students, families, and educators for the next school setting. Transition activities include campus visits, parent orientation sessions, and sharing of student readiness information between preschool and kindergarten teachers to support instructional planning. Families are informed about expectations and available resources at each campus, and staff members work together to ensure that students feel comfortable and prepared for their new learning environment.

SEE [District Transition Plan](#) and [PK Parent and Family Plan](#) for more information.

Descriptor 9: Identification of Eligible Children – Targeted Assistance Program

Brenham ISD operates only School wide programs.

Descriptor 10: Middle to High School/High School to Postsecondary Transitions

10.1: Coordination with institutions of higher education, employers, and other local partners;

Brenham ISD implements a comprehensive system of supports to facilitate smooth transitions for students from middle school to high school and from high school to postsecondary education. Beginning in 7th grade, students engage in career exploration, academic planning, and counseling activities that help them identify interests and set goals for the future. Through advisory periods, career inventories, and guidance sessions, students begin developing Personal Graduation Plans (PGPs) that align with their career interests and are reviewed annually. Transition activities such as campus tours, orientation sessions, and family meetings help students and parents understand graduation requirements, endorsements, and available programs. At the high school level, students receive individualized support

in selecting courses, exploring college and career pathways, and preparing for postsecondary success. In partnership with Blinn College, local employers, and community organizations, the district offers dual credit, AP, and CTE programs that allow students to earn college credit and industry certifications before graduation. College and career advisors assist students with postsecondary applications, financial aid, scholarships, and test preparation while also coordinating career readiness activities such as job shadowing, internships, and career fairs (Cubs to Career Day). These efforts ensure that every Brenham ISD student graduates prepared for college, career, or military service.

SEE [District Transition Plan](#) for more information.

10.2: Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills;

Brenham ISD provides students with increased access to early college, dual credit, and concurrent enrollment opportunities in partnership with Blinn College. Students are offered Advanced Placement (AP) and Career and Technical Education (CTE) courses aligned to local workforce needs, allowing them to earn college credit and industry-recognized certifications prior to graduation. College and career advisors support students by helping them explore postsecondary options, identify interests and skills, complete college applications, access financial aid and scholarships, and prepare for tests such as the SAT, ACT, or TSIA2. Additionally, students participate in career assessments, resume building, interview preparation, internships, job shadowing, career fairs, and visits to local universities, ensuring they have the knowledge and experiences needed to make informed decisions about their future pathways.

SEE [District Transition Plan](#) for more information.

Descriptor 11: Discipline Disproportionality

Brenham ISD supports efforts to reduce the overuse of discipline practices that remove students from the classroom by promoting positive behavior interventions and restorative practices. Principals and assistant principals meet regularly in professional learning communities (PLCs) to review discipline data, identify trends, and discuss strategies for supporting students while minimizing out-of-school removals. The district provides staff with professional development on classroom management, culturally responsive practices, and approaches to address challenging behaviors without relying on suspensions or expulsions whenever possible. Teacher practices related to classroom management and student engagement are monitored and supported through the T-TESS evaluation process, and student behavior and academic supports are coordinated through the district's Multi-Tiered System of Supports (MTSS) framework. Campus teams implement targeted interventions for students at higher risk of repeated removals and ensure that disciplinary decisions, especially for students who are homeless or at risk, prioritize keeping students in the classroom and engaged in learning.

Descriptor 12: Coordination and Integration

12.1: Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State;

Brenham ISD provides academic and career and technical education (CTE) content through coordinated instructional strategies that integrate classroom learning with experiential opportunities to prepare students for in-demand occupations and industries in Texas. Elementary & Middle School campuses (grades K–6) offer

STEAM classes for all students, with activities funded through Title IV, Part A support to provide a well-rounded educational experience. Students in Jr. High and high school have access to CTE programs aligned with local workforce needs, dual credit, and Advanced Placement courses, allowing them to earn college credit and industry-recognized certifications prior to graduation. Instruction incorporates hands-on learning, project-based experiences, internships, job shadowing, and partnerships with local employers, higher education institutions, and community organizations. These coordinated strategies help students develop both academic knowledge and practical skills, ensuring they are prepared for postsecondary education, careers, and emerging workforce opportunities.

12.2: Work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit;

Brenham ISD provides work-based learning opportunities that give students in-depth interaction with industry professionals. High school students, particularly seniors, can enroll in the CTE Work Program, which allows them to gain hands-on experience in local businesses and industries while developing skills relevant to their chosen career pathways. In addition, students may participate in the TEACH program, which provides opportunities to shadow educators and gain practical experience in instructional settings. Students also engage in internships, job shadowing, and career-focused events coordinated with local employers, higher education institutions, and community partners. These experiences help students apply classroom knowledge in real-world settings, explore potential careers, and build professional skills that support postsecondary success and workforce readiness.

Descriptor 13: Other Proposed Uses of Funds

13.1: Assist schools in identifying and serving gifted and talented students;

Brenham ISD proposes to use Title I and related federal funds to support programs and strategies that improve student achievement and provide equitable opportunities for all learners. Funds are used to enhance classroom instruction, provide supplemental instructional materials, support professional development, and implement programs that address the academic, social, and emotional needs of students. The district also uses funds to assist campuses in identifying and serving gifted and talented students through screening, differentiated instruction, and enrichment opportunities. Additional uses include expanding STEAM experiences at elementary campuses, supporting CTE programs, providing work-based learning and career exploration opportunities, and facilitating programs that help students transition successfully between grade levels and into postsecondary pathways. All expenditures are designed to strengthen instruction, promote student engagement, and ensure that every student has access to a well-rounded education.

13.2: Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

Brenham ISD proposes to use Title I and related federal funds to support programs and strategies that improve student achievement and provide equitable opportunities for all learners. Funds are used to enhance classroom instruction, provide supplemental instructional materials, and support professional development for teachers and staff. The district also assists campuses in developing effective school library programs that give students access to a wide range of resources and opportunities to develop digital literacy skills, research competencies, and critical thinking abilities.

Stakeholder input is encouraged as part of the district's continuous improvement process. Comments or recommendations regarding the District Improvement Plan (DIP) or Title I Plan may be submitted to the Federal Programs Coordinator (mgold@brenhamk-12.net) for review and inclusion in future plan revisions.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Bolcerek, L	Interventionist	Title I - KES	1
Clark, N	STEAM Teacher	Title I - BMS	1
Dismukes, A	Curriculum Coordinator	Title II - BISD	1
Gomez, A	Literacy Instructional Coach	Title I - KES	0.4
Gomez, A	Literacy Instructional Coach	Title III - KES	0.6
Hinze, K	Instructional Coach	Title I - AES	1
Hudgen, S	Instructional Aide	Title I - ECLC	1
Kroll, M	STEAM Teacher	Title I - KES	1
Lopez, I	Instructional Aide	Title I - ECLC	1
Martinez, K	STEAM Teacher	Title I - BES	0.65
Martinez, K	STEAM Teacher	Title IV - BES	0.35
Maxwell, S	Instructional Coach	Title I - BES	1
Rocha, A	Instructional Aide	Title I - ECLC	1
Ross, J	STEAM Paraprofessional	Title I - AES	0.4
Ross, J	STEAM Paraprofessional	Title IV - AES	0.60
Sabas, D	Instructional Aide	Title I - ECLC	1
Vacant	Instructional Aide	Title I - KES	1
Wittner, J	Instructional Coach	Title I - BMS	1

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
 - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
 - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Mary Gold

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 District 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