

Brenham Independent School District

Krause Elementary

2025-2026 Campus Improvement Plan



Mission Statement

Campus & District Mission

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

Vision

Campus & District Vision

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Krause Elementary School is a rural campus in Brenham, Texas, serving approximately 600 students in Kindergarten through 4th grade. Krause Elementary School serves the district's elementary Bilingual Program (30% of the student body) and the district's Structured Learning Center classroom. These programs and demographics have remained consistent. However, overall enrollment has declined with the movement of the Pre-Kindergarten Bilingual Program to the Early Childhood Learning Center for the 2025-2026 school year. Federal Title I Funds are dispersed to Krause Elementary School each year due to the significant number of Economically Disadvantaged students.

The campus leadership team frequently collaborates with the campus Instructional Leadership Team and the campus Instructional Coach along with various district personnel to ensure the implementation of research-based instructional strategies to meet the diverse needs of the students at Krause Elementary School. Teachers participate in regularly scheduled professional learning (PLC) and coaching to ensure that students' needs are being met in each classroom.

Student Population	2023-2024	2024-2025	2025-2026
Total Students	658	658	591
PreKindergarten	18	20	N/A
Kindergarten	118	29	104
1st Grade	114	133	96
2nd Grade	131	131	123
3rd Grade	141	137	133
4th Grade	136	140	135

Student Demographics	2023-2024		2024-2025		2025-2026	
	Number	Percentage	Number	Percentage	Number	Percentage
Female	338	51%	338	51%	296	50%
Male	230	49%	320	49%	294	50%
Hispanic	350	53%	370	56%	328	56%
African American	102	16%	100	15%	76	13%
White	182	28%	160	24%	151	26%
Asian	1	0.2%	1	0.2%	3	0.5%
Economically Disadvantaged	466	71%	458	70%	265	45%

Student Demographics	2023-2024		2024-2025		2025-2026	
Special Education	90	14%	90	4%	88	15%
Emergent Bilingual	231	35%	245	37%	209	35%
Gifted and Talented	8	1%	8	1%	13	2%
504	31	5%	24	4%	26	4%
At Risk36%	283	43%	409	62%	213	

Demographics Strengths

Diverse Student Population: Krause Elementary houses a very diverse student population. This provides opportunities for students to learn from each other and from diverse backgrounds. The KES staff work diligently to meet the needs of the diverse population of students.

Program Diversity: Krause Elementary provides several special programs that meet the diverse needs of students. These programs include bilingual classrooms for Kindergarten through fourth grade, the Brenham ISD daycare center, and the Structured Learning Center.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Krause Elementary has a significantly higher percentage of students who are bilingual when compared to the district and stage averages.

Student Learning

Student Learning Summary

The campus Instructional Leadership Team met to review and discuss STAAR data from the 2024-2025 school year as provided by the Texas Education Agency.

2024-2025 STAAR Scores:

2024-2025 STAAR Score Comparisons						
Subject	Approaches & Above		Meets & Above		Masters & Above	
	KES	District	KES	District	KES	District
Grade 3 Reading	60%	69%	35%	41%	13%	19%
Grade 3 Math	52%	59%	30%	33%	12%	14%
Grade 4 Reading	71%	78%	31%	43%	9%	18%
Grade 4 Math	51%	66%	33%	47%	14%	24%

2024-2025 TELPAS Scores:

2024-2025 TELPAS Composite Ratings				
Grade	Beginning	Intermediate	Advanced	Advanced High
Grade 2	33%	53%	12%	0%
Grade 3	33%	40%	24%	4%
Grade 4	14%	43%	37%	6%

Data Table: Accountability Groups

Accountability Groups									
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^
All Subjects									
Percent of Tests									
At Approaches GL Standard or Above	59%	40%	55%	78%	-	0%	50%	86%	53%
At Meets GL Standard or Above	33%	14%	29%	53%	-	0%	50%	29%	25%
At Masters GL Standard	12%	3%	9%	23%	-	0%	25%	14%	7%
Number of Tests									
At Approaches GL Standard or Above	319	37	154	114	-	0	2	12	223
At Meets GL Standard or Above	178	13	82	77	-	0	2	4	106
At Masters GL Standard	65	3	25	34	-	0	1	2	30
Total Tests	538	92	280	146	-	2	4	14	424
Reading/Language Arts (RLA)									
Percent of Tests									
At Approaches GL Standard or Above	66%	50%	64%	79%	-	0%	50%	100%	60%
At Meets GL Standard or Above	34%	15%	31%	49%	-	0%	50%	43%	26%
At Masters GL Standard	11%	4%	8%	21%	-	0%	50%	14%	6%
Number of Tests									
At Approaches GL Standard or Above	178	23	89	58	-	0	1	7	128
At Meets GL Standard or Above	91	7	44	36	-	0	1	3	56
At Masters GL Standard	30	2	11	15	-	0	1	1	13
Total Tests	269	46	140	73	-	1	2	7	212
Mathematics									
Percent of Tests									
At Approaches GL Standard or Above	52%	30%	46%	77%	-	0%	50%	71%	45%
At Meets GL Standard or Above	32%	13%	27%	56%	-	0%	50%	14%	24%
At Masters GL Standard	13%	2%	10%	26%	-	0%	0%	14%	8%
Number of Tests									
At Approaches GL Standard or Above	141	14	65	56	-	0	1	5	95
At Meets GL Standard or Above	87	6	38	41	-	0	1	1	50
At Masters GL Standard	35	1	14	19	-	0	0	1	17
Total Tests	269	46	140	73	-	1	2	7	212

Problem Statements Identifying Student Learning Needs

Problem Statement 1: All students are not meeting grade-level expectations as shown on STAAR 2025. Gaps are most evident among African American, Hispanic, Emergent Bilingual, and Special Education students.

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

School Processes & Programs

School Processes & Programs Summary

At Krause Elementary, the administration consistently seeks family, staff, and community feedback. Collaborative conversations with the Parent Teacher Organization, Campus Guiding Coalition, Campus Leadership Team, individual meetings with the principal/assistant principal to address staff or parent concerns, and annual surveys. Parents, families, staff, and the community can scan a QR code and fill out Title I information at each event.

School Processes & Programs Strengths

Students have multiple opportunities and organizations to be positively recognized to improve the culture at KES.

Some of these opportunities are:

- 4th Grade Student Council
- 4th Grade Weekly Announcement Crew
- Campus Wide Library Pumpkin Decorating Contest
- Campus Wide Christmas Ornament Book Character Contest
- EBIS events each 6 weeks for those earning the incentive
- 9 Weeks Honor Roll recognition
- 9 Weeks Distinguished Honor Roll recognition
- 6 Weeks Perfect Attendance recognition
- Rising Star Awards
- Student of the Month

Staff members also have multiple opportunities and organizations to be positively engaged or recognized to improve the culture at KES. Some of the opportunities are:

- Monthly Treats from Community Organizations/Businesses
- Faculty Spotlight Teacher of the Month
- Paraprofessional of the Month
- Teacher of the Year
- Paraprofessional of the Year
- Campus Leadership Team
- Campus Instructional Leadership Team
- EBIS Committee
- Sunshine Committee

Perceptions

Perceptions Summary

Krause Elementary administration collaborates with the campus Instructional Leadership Team, the campus Grade Level Leadership Team, the Instructional Coach, and District Personnel to use best practices to enhance teaching and learning. At Krause Elementary, staff is provided job-embedded professional learning opportunities in order to enhance professional growth. Krause Elementary teachers and staff use the Texas Essential Knowledge and Skills to guide instruction. The staff also use district-provided high-quality instructional materials such as Reading Horizons, HMH Into Reading, and Zearn. A variety of assessments are used throughout and at the end of units to determine student achievement and measure growth overtime.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS
- Intervention data

Student Data: Student Groups

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

- Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility/stability rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- Support structures: mentors
- Classroom and school walkthrough data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback
- Parent activity evaluations and feedback data

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices and high yield strategies
- Scope and Sequence; Pacing Guides; and Other Focus Documents

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: Increased proficiency in K-2 students' early literacy skills and/or reading proficiency. Each grade level will focus on an essential area in mCLASS: Kindergarten - Decoding, 1st Grade - Accuracy and fluency, 2nd Grade - Comprehension. The goal for each grade level is to achieve 80% of our students' scores at or above grade-level standards, both in their overall mCLASS performance.

HB3 Goal
Evaluation Data Sources: MCLASS

Strategy 1 Details	Reviews		
Strategy 1: All 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 literacy skills in K-2 will improve, literacy gaps will close more quickly, and more students will meet or exceed grade-level expectations before the end of each year. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Classroom Teachers Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		Summative
	Jan	Mar	June

Strategy 2 Details		Reviews		
Strategy 2: Implement required components of HB3 as it relates to foundational reading practices, specifically concise, direct, explicit, and systematic phonics instruction, with 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 K-2 students performing at or above grade level expectations in reading achievement measurements. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Classroom Teachers Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative		Summative
		Jan	Mar	June
Strategy 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, mCLASS, and STAAR. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Classroom Teachers Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative		Summative
		Jan	Mar	June

Strategy 4 Details	Reviews		
Strategy 4: Establish and implement a campus 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 material (HQIM). Strategy's Expected Result/Impact: Consistent, high-quality instructional delivery across all classrooms will lead to increased student engagement, improved alignment to TEKS, and more effective use of instructional time. Staff Responsible for Monitoring: Campus Principal, Assistant Principal, Instructional Coach, Classroom Teachers Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		Summative
	Jan	Mar	June
Strategy 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, Principals, Instructional Coach, Classroom Teachers Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		Summative
	Jan	Mar	June
 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: Krause Elementary 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 32% to 50%; In RLA, for meets, moving from 34% to 50%.

High Priority

Evaluation Data Sources: On Data Suite
Eduphoria
TAPR

Strategy 1 Details	Reviews		
Strategy 1: Krause Elementary 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 the percentage of students performing at or above grade level standard in reading and math (as measured by STAAR and EOY assessments) Staff Responsible for Monitoring: Campus Principal, Assistant Principal, Instructional Coach, Classroom Teachers Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		Summative
	Jan	Mar	June

Strategy 2 Details		Reviews		
Strategy 2: Implement the Professional Learning Community (PLC) Cluster 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: PLC Framework will lead to improved instructional practices, enhanced collaboration among teachers, and increased professional growth. Staff Responsible for Monitoring: Campus Principal, Assistant Principal, Instructional Coach, Classroom Teachers Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative		Summative
		Jan	Mar	June
Strategy 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: Consistent, high-quality instructional delivery across all classrooms will lead to increased student engagement, improved alignment to TEKS, and more effective use of instructional time. Staff Responsible for Monitoring: Campus Principal, Assistant Principal, Instructional Coach, Classroom Teachers Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative		Summative
		Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 3: Krause Elementary 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.

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. Staff Responsible for Monitoring: Campus Principal, Assistant Principal, Instructional Coach, Classroom Teachers Title I: 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		Summative
	Jan	Mar	June
Strategy 2 Details	Reviews		
Strategy 2: Implement the Professional Learning Community (PLC) Cluster 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: PLC Framework will lead to improved instructional practices, enhanced collaboration among teachers, and increased professional growth. Staff Responsible for Monitoring: Campus Principal, Assistant Principal, Instructional Coach, Classroom Teachers Title I: 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		Summative
	Jan	Mar	June

Strategy 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: Consistent, high-quality instructional delivery across all classrooms will lead to increased student engagement, improved alignment to TEKS, and more effective use of instructional time. Staff Responsible for Monitoring: Campus Principal, Assistant Principal, Instructional Coach, Classroom Teachers Title I: 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		Summative
	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue			

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

Performance Objective 4: By June 2026, Krause Elementary will increase TELPAS composite growth and raise the EB reclassification rate through intentional instructional support and progress monitoring systems.

Evaluation Data Sources: LPAC progress monitoring meetings

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

Performance Objective 5: By June 2026, Krause Elementary will increase STAAR Academic Growth in RLA from XX% to XX% and in Math from XX% to XX% for special education students by addressing systemic gaps in instructional alignment, intervention delivery, and program implementation to ensure consistent progress monitoring, differentiated instruction, and integrated classroom supports.

Evaluation Data Sources: STAAR Academic Growth Measures

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

Performance Objective 1: Krause Elementary will increase our attendance rate to an Average Daily Attendance Rate from 95% in the 2024-2025 school year to 97% 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: Utilize Parent Portal to notify parents of student absences at 9:00 am for the pre-attendance message and at 10:00 am for the official attendance absence message, and to notify parents of needed notes and allow parents to submit those through Parent Square. Strategy's Expected Result/Impact: Reduction in the number of absences and excused absences Staff Responsible for Monitoring: Campus Principal, Assistant Principal, PEIMS Clerk, Classroom Teachers	Formative		Summative
	Jan	Mar	June
Strategy 2 Details	Reviews		
Strategy 2: Campus Administration will receive weekly attendance reports from the PEIMS attendance staff member(s) to closely monitor attendance posting discrepancies for assigned discipling 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 Principal, Assistant Principal, PEIMS Clerk	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: Krause Elementary will reduce out-of-school suspensions by 20% and decrease discretionary discipline referrals through the implementation of responsive behavior supports and consistent positive behavior interventions and supports across all campuses.

High Priority

Evaluation Data Sources: Success-ed Student Intervention Plans
MTSS Data
504 Service Plans

Strategy 1 Details		Reviews		
Strategy 1: Implement and reinforce a campus-wide EBIS framework with clearly defined behavior expectations that are explicitly taught, modeled, and positively reinforced through consistent routines, visuals, and incentives at all grade levels. Strategy's Expected Result/Impact: Reduce the number of MTSS behavior referrals, sped behavior referrals, and 504 behavior referrals Increased teacher skills in classroom behavior management Build teacher classroom management skills Build teacher behavioral intervention skills Staff Responsible for Monitoring: Campus Principal, Assistant Principal, EBIS Committee, Classroom Teachers ESF Levers: Lever 3: Positive School Culture		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 and Community participation Staff Responsible for Monitoring: Campus Principal, Assistant Principal ESF Levers: Lever 3: Positive School Culture	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: Krause Elementary will implement 100% of the safety standards and emergency preparedness requirements outlined by the Texas School Safety Center and Senate Bill 11, including facility audits, emergency drills, and threat assessment protocols.

Evaluation Data Sources: Target is implementation of recommendations, training records, and safety 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: Krause Elementary 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.

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

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 and 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 is also a retention strategy because teachers stay when they are supported. The goal is to help 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: Campus Principal, Assistant Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	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: Campus Principal, Assistant Principal	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 the campus Instructional Coach and mentors. 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 Principal, Assistant Principal, Instructional Coach, Mentors TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative		Summative
	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Policies, Procedures, and Requirements

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

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