White Settlement Independent School District

Brewer High School

2026-2027 Campus Improvement Plan

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Mission Statement

In our house, we foster relationships and prepare all students to be successful members of society.

Vision

Empowering all students to be life-long learners.

Value Statement

We Believe

Students are our top priority.

Every student has value and purpose.

Our students deserve a passionate teacher in every classroom everyday.

A safe, secure and enriched environment enhances learning.

Learning is a shared responsibility that requires active involvement by students, staff, families and the community.

Continuous professional growth is essential for student success.

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Comprehensive Needs Assessment

Demographics

Summary

School Community Overview

- Total enrollment: **2,081 students**
- Grade distribution is balanced across 9–12, with each grade level representing roughly 23–26% of enrollment
- Gender split is nearly even: **49.88% female**, **50.12% male**

Student Groups by Race/Ethnicity, Gender, Attendance & Mobility

- Ethnicity/Race breakdown:
    - **48.92% Hispanic**
    - **30.80% White**
    - **12.45% African American**
    - **5.53% TwoorMore Races**
    - Smaller groups: Asian (1.44%), American Indian (0.67%), Pacific Islander (0.19%) *Hispanic-Latino 1,018 (48.92%); White 641 (30.80%); Black 259 (12.45%)*

Mobility indicators:

- **10.72% TransferIn students**
- **0.38% Unaccompanied Youth**
- **0.72% Homeless (various categories)** *Transfer In Students 223 (10.72%)*

Attendance risk factors:

- **61.17% AtRisk**
- **11.73% Intervention Indicator** *At-Risk 1,273 (61.17%)*

Graduation, Completion & Dropouts

- Brewer High School closely monitors graduation progress, including credits earned, course completion, End-of-Course assessment performance, and individual graduation plans. Counselors and administrators identify students who are off-track for graduation and provide targeted interventions, credit recovery, academic advising, and family communication. Dropout prevention efforts focus on early identification of students at risk of disengagement and connecting those students with appropriate campus resources.

Discipline

- Campus discipline data are reviewed regularly to identify trends, recurring behaviors, locations, times, and student groups that may require additional intervention. Brewer High School has established clear expectations for student behavior and is emphasizing consistency, accountability, and instructional time. Particular attention is being given to reducing classroom disruptions and cell phone-related violations. The campus is implementing progressive consequences while also emphasizing proactive classroom management, student relationships, and restorative/problem-solving strategies when appropriate.

5. CCMR & Advanced Course Enrollment

- Brewer High School continues to expand opportunities for students to graduate college, career, and military ready (CCMR). Students have access to Career and Technical Education pathways, dual credit, Advanced Placement and other advanced coursework, industry-based certifications, work-based learning, and postsecondary planning. Campus leadership monitors participation and success in advanced courses and CCMR programs to ensure that opportunities are accessible to students across all demographic groups. Students receiving **special education services** are supported through individualized plans, accommodations, inclusion opportunities, specialized instruction, and collaboration among special education and general education staff. English Learners and other students receiving specialized services are provided targeted supports based on individual needs. The campus works to ensure that students receiving services have access to the same rigorous curriculum and postsecondary opportunities as their peers.

6. Special Education & Other Special Programs

- SPED enrollment: **251 students (12.06%)**. *Special Education (SPED) 251 (12.06%)*

Largest disability categories:

- **Learning Disability: 44.62%**
- **Other Health Impairment: 16.33%**
- **Intellectual Disability: 15.94%** *Learning disability 112 (44.62%)*

Instructional settings:

- **61.35% Mainstream**
- **17.53% SelfContained**
- **13.55% Resource Room** *Mainstream 154 (61.35%); Self Contained 44 (17.53%)*

Other programs:

1. **Dyslexia: 11.39%**
2. **Section 504: 15.43%**
3. **Emergent Bilingual: 13.12%**
4. **Gifted & Talented: 5.86%** *Dyslexia 237 (11.39%); EB 273 (13.12%)*

Teacher Retention, Recruitment, Experience & Ratios

Staff composition:

- **143 teachers (76.06%)**
- **32 administrative support (17.02%)**
- **13 educational aides (6.91%)**

Paraprofessional Qualifications

- Educational aides: **13 total (6.91%)**. *Educational Aide 13 (6.91%)*
- The PDF does **not** list specific qualifications; note for SPED/HR documentation

Attendance (ADA) - 95.04% (8/14 - 8/28)

Strengths

Large, Stable Enrollment

- With **2,081 students**, Brewer maintains a strong and stable highschool population.

Diverse Student Population

- Brewer's diversity is a major strength, with nearly half of students identifying as **Hispanic (48.92%)**, followed by **White (30.80%)** and **African American (12.45%)**.
- Diversity supports rich cultural experiences, inclusive programming, and broad student perspectives.

Balanced Gender Representation

- Gender distribution is nearly equal — **49.88% female**, **50.12% male** — allowing for balanced participation in academic, athletic, and extracurricular programs.

Strong Support Systems for HighNeed Populations

- Brewer serves a highneed population with intentionality:
    - **57.52% Economic Disadvantage**
    - **61.17% AtRisk**
    - **13.12% Emergent Bilingual**
    - **12.06% Special Education**
- The presence of robust EB, SPED, Dyslexia, and 504 programs demonstrates strong campus capacity to support diverse learners.

Comprehensive Special Education Services

- SPED programming is broad and wellstructured.
- Majority of students served in **Mainstream (61.35%)**, supporting inclusion.
- Strong specialized support through **Resource (13.55%)** and **SelfContained (17.53%)** settings.
- Disability categories are wellrepresented, showing a campus equipped to meet varied student needs

Strong Identification & Support for Section 504 and Dyslexia

- **321 students (15.43%)** served through Section 504
- **237 students (11.39%)** identified for Dyslexia services.
- These numbers reflect strong screening, identification, and intervention systems

Strong Paraprofessional & Support Staff Presence

- **13 educational aides** and **32 administrative support staff** contribute to strong operational and instructional support.

Low Mobility & Stability Indicators

- Only **10.72%** of students are transferins, and **0.38%** are unaccompanied youth.
- Low mobility supports consistent instruction, stronger relationships, and improved academic outcomes.

Full Title I Schoolwide Program

- With **100% of students** served under Title I Schoolwide, Brewer benefits from flexible funding to support campus wide instructional initiatives.

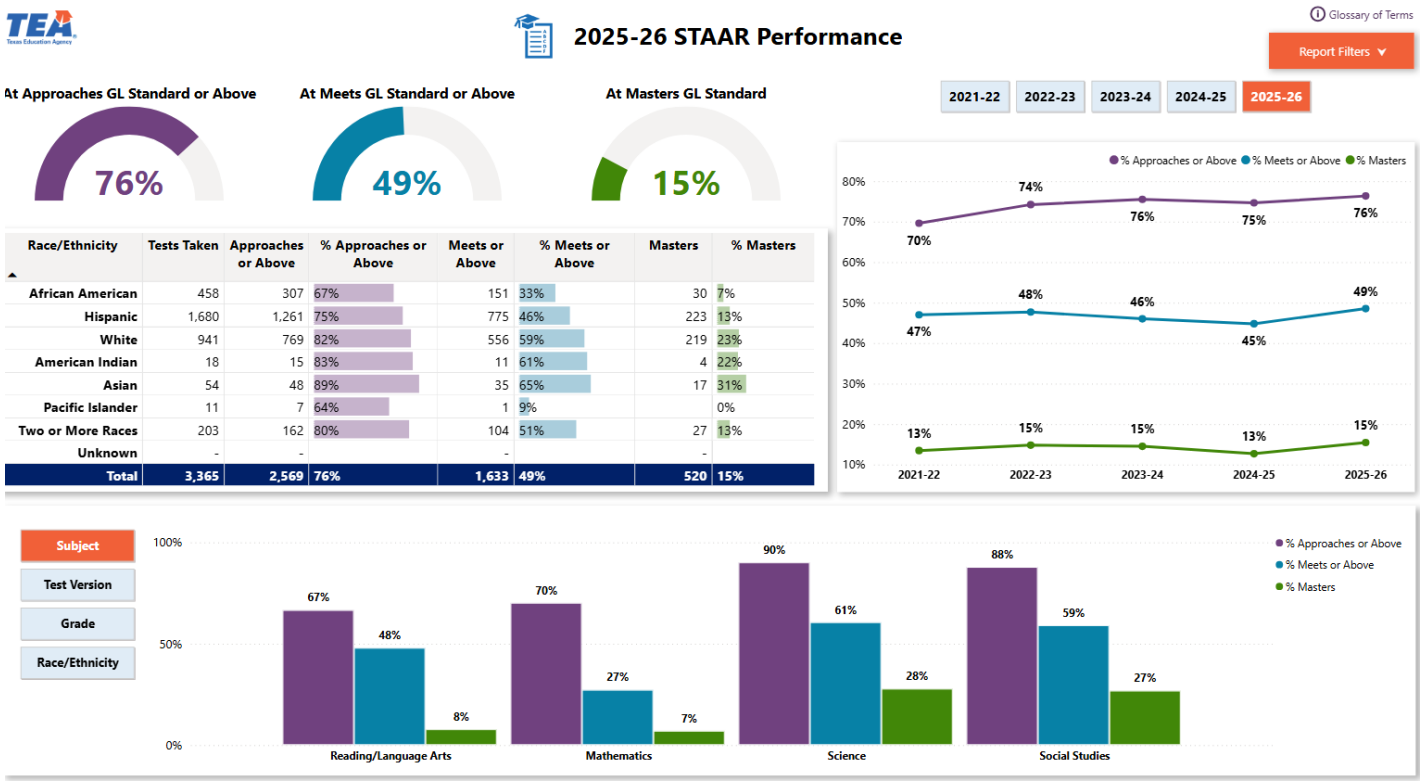
Problem Statements Identifying Demographics Needs

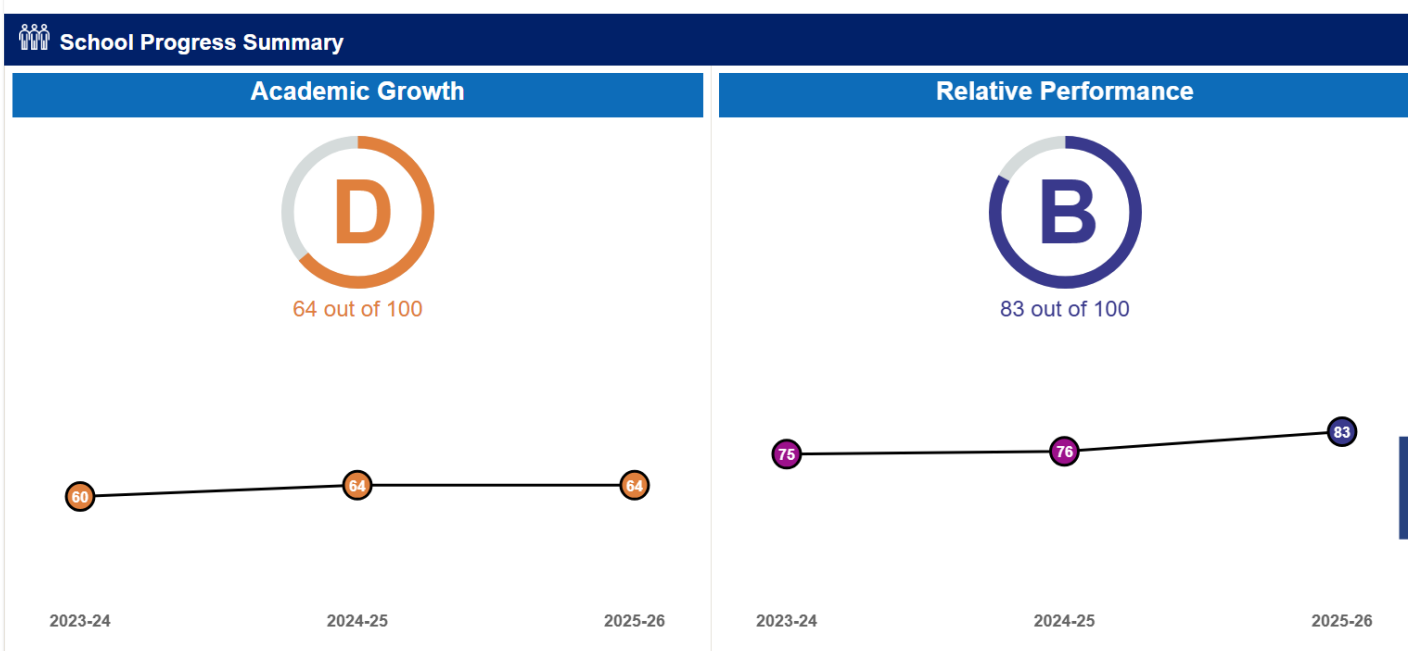
	Problem Statement	Root Cause
1 ★	Attendance & Engagement: Brewer High School has a significant number of students at risk of academic disengagement, with 61.17% identified as At-Risk and ADA at 95.04%. Attendance concerns, student mobility, and intervention needs may limit students' access to instruction and negatively impact achievement, graduation, and CCMR outcomes.	Inconsistent systems for early identification and intervention related to attendance, academic progress, and student engagement, particularly for At-Risk and mobile students.
2 ★	Instruction & Classroom Management: Brewer High School serves a diverse population with significant SPED, Emergent Bilingual, Dyslexia, and 504 populations. Inconsistent classroom management, instructional delivery, accommodations, and student engagement, combined with classroom disruptions and cell phone violations, can reduce instructional time and student access to rigorous instruction.	Inconsistent implementation of campus-wide instructional and behavioral expectations, including classroom routines, differentiation, accommodations, and engagement strategies.

★ = Priority

Student Learning

Summary

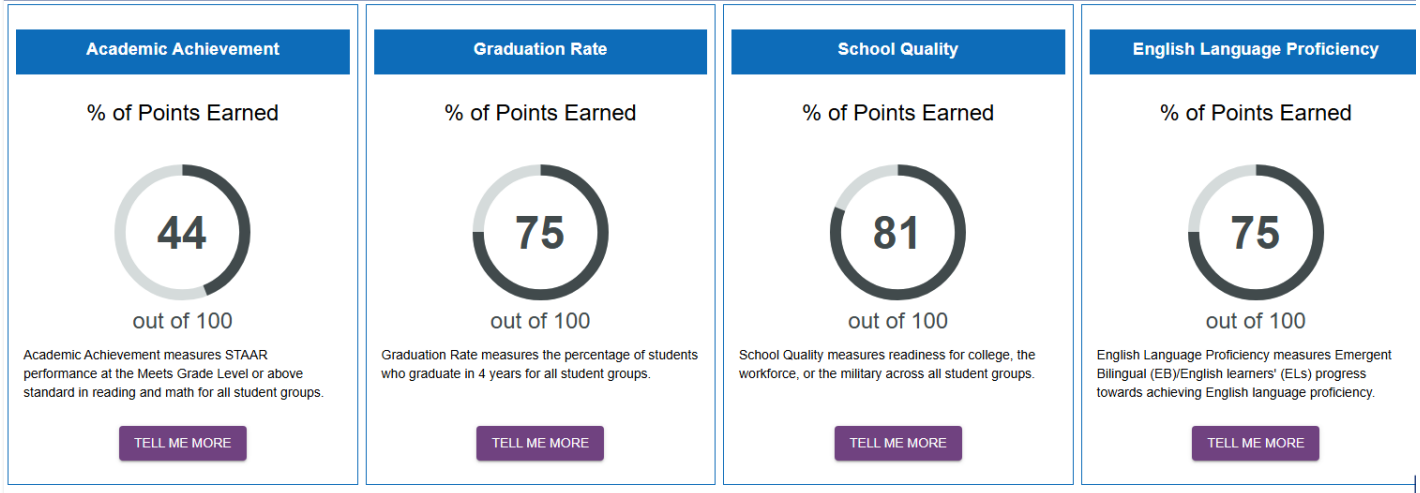




Academic Growth measures how many students at a school grew academically by at least one school year. It also includes students that successfully accelerated their learning from the previous school year.

Relative Performance measures how a school's performance compares to other schools with similar economically disadvantaged populations.

Closing the Gaps Summary



Closing the Gaps Details

Student Group	Academic Achievement				Graduation Rate		School Quality		English Language Proficiency	
	Reading/Language Arts		Mathematics							
All Students	Met Interim Target	3	Minimal Growth	1	Met Interim Target	3	Met Interim Target	3		
Lowest Racial/Ethnic Group 1	Minimal Growth	1	Minimal Growth	1	Met Interim Target	3	Met Long Term Target	4		
Lowest Racial/Ethnic Group 2	Met Interim Target	3	Minimal Growth	1	Met Interim Target	3	Met Interim Target	3		
High Focus Group	Met Interim Target	3	Minimal Growth	1	Met Interim Target	3	Met Interim Target	3	Met Interim Target	3
Total Points	14 out of 32 (44%)				12 out of 16 (75%)		13 out of 16 (81%)		3 out of 4 (75%)	

Strengths

Brewer High School continues to build a solid foundation for sustained academic growth, supported by steady gains in student performance and strengthened instructional practices.

In 2025–26, campuswide STAAR results reflect meaningful progress:

- **76%** of students achieved *Approaches Grade Level or above*
- **49%** achieved *Meets Grade Level or above*
- **15%** achieved *Masters Grade Level*

Science and Social Studies stand out as areas of exceptional strength. In Science, **90%** of students scored Approaches or Above, **61%** reached Meets or Above, and **28%** achieved Masters. Social Studies shows similar momentum, with **88%** at Approaches or Above, **59%** at Meets or Above, and **27%** at Masters. These results highlight strong content mastery and effective instructional alignment in tested courses.

Overall STAAR performance has remained stable or improved over the past five years. Approaches increased from

70% to 76%, and Masters rose from **13% to 15%**, demonstrating upward movement in higherlevel performance. Several student groups — including **Asian**, **White**, **American Indian**, and **Two or More Races** — consistently perform well across all achievement levels. These strengths position Brewer High School to identify and replicate successful instructional strategies that promote deeper learning and mastery across all content areas and student groups.

Additionally, Brewer's overall campus rating improved from a **C (76)** to a **B (82)**, reflecting the collective efforts of staff, students, and leadership to elevate academic outcomes and strengthen campus systems.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Reading/Language Arts: Only 48% of students achieved Meets or Above and 8% achieved Masters, despite 67% achieving Approaches or Above.	Inconsistent implementation of rigorous reading, writing, text analysis, and evidence-based response practices across classrooms and content areas.
2 ★	Mathematics: Only 27% of students achieved Meets or Above and 7% achieved Masters, despite 70% achieving Approaches or Above.	Gaps in prerequisite skills combined with inconsistent opportunities for rigorous mathematical reasoning, problem solving, and application.
3 ★	Student Achievement Gaps: Overall achievement is 76% Approaches, 49% Meets, and 15% Masters, with lower performance among some student groups.	Inconsistent use of disaggregated data to provide targeted intervention, acceleration, differentiation, and enrichment for students at different performance levels.
4 ★	Brewer High School is working to increase college, career, and military readiness for the Class of 2026, but current data shows that too few seniors are meeting TSI requirements. We need to ensure that 100% of our students are graduation with their CCMR point.	The primary root causes include inconsistent access to targeted TSI preparation. Additionally, students may lack structured support during the school day to build the academic skills required for TSI success, contributing to lower pass rates in Reading and Math.

★ = Priority

School Processes & Programs

Summary

Brewer High School – Programs and Processes

Brewer High School has established programs and processes designed to support student achievement, college and career readiness, student engagement, and a safe and supportive learning environment. Campus systems are aligned with district expectations while allowing campus leadership and staff to respond to the specific needs of Brewer students.

Curriculum and Instruction

Brewer High School follows the district-adopted curriculum and Texas Essential Knowledge and Skills (TEKS) to provide a consistent, standards-based instructional program. Teachers use curriculum resources, assessment data, common assessments, STAAR/EOC results, and classroom evidence to plan instruction and identify student needs. Professional Learning Communities (PLCs) and collaborative planning provide opportunities for teachers to analyze student work, develop common expectations, and identify instructional strategies.

A continued campus focus is increasing the rigor and consistency of instruction, particularly in Reading/Language Arts and Mathematics, where 2025–26 STAAR data indicate the greatest opportunities for growth. Campus strengths in Science and Social Studies provide opportunities to identify and replicate effective instructional practices across content areas.

Professional Development

Professional development is driven by student achievement data, classroom observation data, campus priorities, and identified staff needs. Professional learning emphasizes effective instructional delivery, classroom management, differentiation, student engagement, assessment practices, special education accommodations, Emergent Bilingual supports, and content-specific instructional strategies.

Campus administration provides ongoing feedback through walkthroughs, observations, PLCs, coaching conversations, and professional learning. New teachers and teachers needing additional support receive targeted assistance and opportunities to work collaboratively with experienced staff.

Leadership and Decision-Making Processes

Campus leadership uses a collaborative, data-driven decision-making process. Administrators, instructional leaders, counselors, teachers, and support staff analyze academic, attendance, discipline, and student program data to identify needs and determine appropriate interventions.

Campus decisions are aligned with the campus improvement plan, district goals, student needs, and available resources. Leadership communicates expectations clearly and monitors implementation through walkthroughs, meetings, data reviews, and follow-up.

Communication

Brewer High School uses multiple communication methods to maintain communication among administrators, teachers, students, families, and the community. These include email, phone calls, conferences, campus newsletters and announcements, student information systems, social media, campus meetings, and parent events.

A continued priority is ensuring that communication is timely, consistent, and proactive, particularly regarding attendance, academic progress, discipline, graduation requirements, CCMR opportunities, and student support services.

Organization, Scheduling, and Support Services

The campus serves approximately 2,100 students in grades 9–12 and utilizes a master schedule designed to provide

access to required coursework, electives, advanced academics, CTE pathways, intervention, and specialized services.

Students have access to counselors, administrators, special education personnel, instructional support staff, and other student services. Special education students are supported through individualized education programs, accommodations, inclusion opportunities, specialized instruction, and collaboration between general and special education teachers.

The campus also provides support for Emergent Bilingual students, students with dyslexia, Section 504 students, gifted and talented students, and students identified as At-Risk. Counselors and administrators monitor graduation progress and provide interventions for students who are not on track for graduation.

Extracurricular and Cocurricular Opportunities

Brewer High School provides students with opportunities to participate in athletics, fine arts, clubs, organizations, academic activities, leadership opportunities, career and technical student organizations, and other extracurricular and cocurricular programs. These opportunities support student engagement, school connectedness, leadership development, and development of skills beyond the traditional classroom.

The campus should continue to encourage participation among students who may be less likely to engage in extracurricular activities, particularly students identified as At-Risk or those experiencing attendance and academic challenges.

Technology Integration

Technology is utilized to support instruction, communication, assessment, research, collaboration, and access to educational resources. Students and teachers have access to digital instructional platforms and district-supported technology.

Brewer's technology focus should emphasize intentional instructional use rather than technology for technology's sake. Teachers should use technology when it enhances learning, provides meaningful access to resources, supports differentiation, or increases student engagement. At the same time, the campus continues to address technology-related distractions and appropriate student device use in order to protect instructional time.

Other Programs and Processes

Brewer High School maintains systems for:

- CCMR preparation, including CTE pathways, certifications, dual credit, advanced coursework, and postsecondary planning.
- Credit recovery and graduation monitoring for students who are off-track.
- Attendance intervention for students experiencing chronic absenteeism or other barriers to regular attendance.
- Positive behavior and progressive discipline systems to maintain a safe and orderly learning environment.
- Special education and student support services based on individual student needs.
- Data-driven intervention using STAAR/EOC, common assessment, attendance, discipline, and course-performance data.
- Family and community engagement to strengthen partnerships supporting student success.

Overall Assessment

Brewer High School has a strong foundation of programs and processes to support its diverse student population. The primary opportunity is to increase consistency in implementation across classrooms and departments. Moving forward, campus systems should prioritize rigorous Tier I instruction, data-driven intervention, attendance and student engagement, effective classroom management, and increased access to CCMR and advanced learning opportunities. Continued monitoring of implementation will help ensure that established programs translate into improved student outcomes, particularly in the campus priority areas of Reading/Language Arts and Mathematics.

Strengths

Brewer High School has a comprehensive system of programs and processes that provides students with access to rigorous instruction, targeted interventions, student support services, extracurricular opportunities, and CCMR pathways. The campus has a strong collaborative and data-driven foundation that can be leveraged to increase consistency of implementation and improve student outcomes.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Inconsistent implementation of rigorous Tier I instruction, data-driven interventions, and classroom management practices across classrooms limits student achievement, particularly in Reading/ Language Arts and Mathematics.	Inconsistent implementation and monitoring of campus instructional expectations and practices across departments and classrooms.
2 ★	Brewer High School faces inconsistencies in teacher credential alignment, resulting in gaps between staff qualifications and assigned subject areas. Without a structured system for strategic hiring, credential monitoring, targeted professional development, and retention of qualified staff, the campus risks uneven instructional quality and challenges in meeting state certification requirements.	Brewer High School has lacked a systematic, campus wide process for verifying teacher credentials, supporting certification pathways, and monitoring alignment between staff qualifications and assigned courses. This gap has led to inconsistent hiring practices, limited ongoing support for teachers pursuing certification, and insufficient retention structures for fully qualified staff.
3 ★	Brewer High School is experiencing inconsistent campuswide alignment around expectations, accountability, and inclusive culture, leading to variations in how staff support students, collaborate with one another, and uphold shared norms. Without a unified approach to inclusive practices and high-expectation culture, the campus struggles to ensure that every individual feels valued and supported.	The root cause is the absence of a clear, consistently implemented framework for building and maintaining an inclusive, high-expectations culture. This includes gaps in shared accountability structures, inconsistent modeling of campus norms, and limited opportunities for staff to engage in culture-building professional learning. As a result, expectations and support systems vary across classrooms
4 ★	Brewer High School has experienced inconsistent alignment between campus spending and instructional priorities, resulting in budget decisions that do not fully support academic goals, department needs, or district initiatives. Without a coordinated process for collaborative budgeting, the campus struggles to ensure that financial resources are strategically allocated to maximize student outcomes a	The absence of a structured, campuswide budgeting framework that brings together department heads, instructional coaches, directors, and administrators to analyze needs, prioritize spending, and monitor resource use. Limited opportunities for cross-department planning and inconsistent communication around budget expectations have led to fragmented decision-making and misalignment

5 ★

Brewer High School is experiencing inconsistent student ID compliance, resulting in gaps in campus safety, difficulty verifying authorized individuals, and uneven enforcement of expectations throughout the school day. Without a unified system for ID monitoring and hallway visibility, staff and administrators struggle to maintain predictable, campuswide accountability.

The root cause is the absence of a structured, multi-tiered process for reinforcing ID expectations, including inconsistent monitoring at building entrances, limited staff visibility during transitions, and varying levels of follow-through when students are out of compliance. These gaps in operational consistency and student accountability systems have led to unpredictable enforcement and reduced

★ = Priority

Perceptions

Summary

Brewer High School is perceived as a caring, supportive school community with dedicated staff, strong school pride, and a wide range of academic, extracurricular, and student support opportunities. Stakeholders recognize the campus's commitment to providing students with opportunities to succeed and prepare for college, career, and life after high school.

At the same time, students, parents, and staff identify a need for greater consistency in instructional rigor, classroom expectations, communication, and student engagement. Stakeholders also recognize the need to strengthen support for underperforming student groups through targeted interventions and consistent progress monitoring.

To deepen stakeholder voice and ensure decisions reflect the needs of the entire school community, Brewer can expand opportunities for feedback through **regular climate and satisfaction surveys**, **student advisory panels**, **parent listening sessions**, and **staff input forms**. Collecting feedback at multiple points throughout the year — and sharing results transparently — will help the campus identify trends, celebrate strengths, and address concerns proactively.

Overall, stakeholder perceptions indicate that Brewer has strong programs and a positive foundation, but greater consistency and accountability in implementation are needed to ensure equitable academic growth and postsecondary readiness for all students.

Strengths

Brewer High School is perceived by stakeholders as a **strong, caring, and supportive school community** with dedicated staff and a strong sense of school pride. Students, parents, staff, and community members recognize the campus's commitment to providing students with opportunities to succeed academically and personally.

Key strengths include:

- **Caring and dedicated staff** who are committed to supporting student success.
- **Strong school pride and sense of community** that contributes to student belonging and engagement.
- **Broad academic and extracurricular opportunities** that allow students to pursue individual interests and strengths.
- **Comprehensive student support systems** that address academic, social, and individual student needs.
- **Strong foundation for college, career, and postsecondary readiness** through advanced academics, CTE, and other opportunities.
- **Stakeholder commitment to student success**, with students, families, staff, and community members invested in the continued improvement of the campus.

Brewer High School has a strong culture of care, pride, and commitment to students, providing a solid foundation of academic opportunities, support services, and extracurricular experiences that can be leveraged to improve outcomes for all students.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Stakeholders perceive a need for more consistent and proactive communication and greater student engagement to ensure students and families feel informed, connected, and supported.	Communication and engagement practices vary across departments and student groups, resulting in inconsistent access to information, support, and opportunities.
2	Stakeholders perceive inconsistencies in instructional rigor and classroom expectations, resulting in varying student experiences and concerns about whether all students are being sufficiently challenged and supported.	Inconsistent implementation of instructional expectations and classroom practices across teachers and departments.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1	Mathematics: Only 27% of students achieved Meets or Above and 7% achieved Masters, despite 70% achieving Approaches or Above.	Gaps in prerequisite skills combined with inconsistent opportunities for rigorous mathematical reasoning, problem solving, and application.
2	Student Achievement Gaps: Overall achievement is 76% Approaches, 49% Meets, and 15% Masters, with lower performance among some student groups.	Inconsistent use of disaggregated data to provide targeted intervention, acceleration, differentiation, and enrichment for students at different performance levels.
3	Inconsistent implementation of rigorous Tier I instruction, data-driven interventions, and classroom management practices across classrooms limits student achievement, particularly in Reading/ Language Arts and Mathematics.	Inconsistent implementation and monitoring of campus instructional expectations and practices across departments and classrooms.
4	Stakeholders perceive a need for more consistent and proactive communication and greater student engagement to ensure students and families feel informed, connected, and supported.	Communication and engagement practices vary across departments and student groups, resulting in inconsistent access to information, support, and opportunities.
5	Attendance & Engagement: Brewer High School has a significant number of students at risk of academic disengagement, with 61.17% identified as At-Risk and ADA at 95.04%. Attendance concerns, student mobility, and intervention needs may limit students' access to instruction and negatively impact achievement, graduation, and CCMR outcomes.	Inconsistent systems for early identification and intervention related to attendance, academic progress, and student engagement, particularly for At-Risk and mobile students.
6	Reading/Language Arts: Only 48% of students achieved Meets or Above and 8% achieved Masters, despite 67% achieving Approaches or Above.	Inconsistent implementation of rigorous reading, writing, text analysis, and evidence-based response practices across classrooms and content areas.

7

Instruction & Classroom Management: Brewer High School serves a diverse population with significant SPED, Emergent Bilingual, Dyslexia, and 504 populations. Inconsistent classroom management, instructional delivery, accommodations, and student engagement, combined with classroom disruptions and cell phone violations, can reduce instructional time and student access to rigorous instruction.

Inconsistent implementation of campus-wide instructional and behavioral expectations, including classroom routines, differentiation, accommodations, and engagement strategies.

8

Brewer High School faces inconsistencies in teacher credential alignment, resulting in gaps between staff qualifications and assigned subject areas. Without a structured system for strategic hiring, credential monitoring, targeted professional development, and retention of qualified staff, the campus risks uneven instructional quality and challenges in meeting state certification requirements.

Brewer High School has lacked a systematic, campus wide process for verifying teacher credentials, supporting certification pathways, and monitoring alignment between staff qualifications and assigned courses. This gap has led to inconsistent hiring practices, limited ongoing support for teachers pursuing certification, and insufficient retention structures for fully qualified staff.

9

Brewer High School has experienced inconsistent alignment between campus spending and instructional priorities, resulting in budget decisions that do not fully support academic goals, department needs, or district initiatives. Without a coordinated process for collaborative budgeting, the campus struggles to ensure that financial resources are strategically allocated to maximize student outcomes a

The absence of a structured, campuswide budgeting framework that brings together department heads, instructional coaches, directors, and administrators to analyze needs, prioritize spending, and monitor resource use. Limited opportunities for cross-department planning and inconsistent communication around budget expectations have led to fragmented decision-making and misalignment

10

Brewer High School is experiencing inconsistent campuswide alignment around expectations, accountability, and inclusive culture, leading to variations in how staff support students, collaborate with one another, and uphold shared norms. Without a unified approach to inclusive practices and high-expectation culture, the campus struggles to ensure that every individual feels valued and supported.

The root cause is the absence of a clear, consistently implemented framework for building and maintaining an inclusive, high-expectations culture. This includes gaps in shared accountability structures, inconsistent modeling of campus norms, and limited opportunities for staff to engage in culture-building professional learning. As a result, expectations and support systems vary across classrooms

11

Brewer High School is experiencing inconsistent student ID compliance, resulting in gaps in campus safety, difficulty verifying authorized individuals, and uneven enforcement of expectations throughout the school day. Without a unified system for ID monitoring and hallway visibility, staff and administrators struggle to maintain predictable, campuswide accountability.

The root cause is the absence of a structured, multi-tiered process for reinforcing ID expectations, including inconsistent monitoring at building entrances, limited staff visibility during transitions, and varying levels of follow-through when students are out of compliance. These gaps in operational consistency and student accountability systems have led to unpredictable enforcement and reduced

12 ★

Brewer High School is working to increase college, career, and military readiness for the Class of 2026, but current data shows that too few seniors are meeting TSI requirements. We need to ensure that 100% of our students are graduation with their CCMR point.

The primary root causes include inconsistent access to targeted TSI preparation. Additionally, students may lack structured support during the school day to build the academic skills required for TSI success, contributing to lower pass rates in Reading and Math.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☑ **District goals**
- ☑ **Campus goals**
- ☑ **HB3 CCMR goals**

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**
- ☑ **Federal Report Card and accountability data**
- ☑ **Alternative Education Accountability (AEA) data**
- ☑ **Community Based Accountability System (CBAS)**

Student Data: Assessments

- ☑ **State and federally required assessment information**
- ☑ **STAAR current and longitudinal results, including all versions**
- ☑ **STAAR End-of-Course current and longitudinal results, including all versions**
- ☑ **STAAR released test questions**
- ☑ **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- ☑ **Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment 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**

- [x] **Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information**
- [x] **SAT and/or ACT assessment data**
- [x] **PSAT**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **Observation Survey results**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Dual-credit and/or college prep course completion data**

Student Data: Behavior and Other Indicators

- [x] **Completion rates and/or graduation rates data**
- [x] **Annual dropout rate data**
- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**
- [x] **Enrollment trends**

Employee Data

- [x] **Professional learning communities (PLC) data**

- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **T-TESS data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Action research results**

Goals

Goal 1

Maximize student achievement through high standards across all disciplines, which incorporate critical thinking/questioning, creativity, collaboration, high quality instructional strategies and innovative teaching.

Performance Objective 1 ☑ High Priority

Brewer High School will strive to increase EOC scores to at least 55% of students meeting grade level expectations in English I.

Evaluation Data Source: Benchmarks, CFAs, STAAR EOC

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Continually focus on improving student outcomes/closing the learning gaps through high-quality Tier 1 instruction. There will be a focus on implementing our WSISD collective commitments with fidelity, and increasing student engagement.

Strategy's Expected Result/Impact: Continual growth in specified areas

Staff Responsible for Monitoring: Campus Administration/Instructional Coaches/Department Heads

Problem Statements: Student Learning 1, 3

Title I: 2.5.1, 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials

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Strategy 2 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

More rigorous walk through and feedback cycle, including partner admin walks to calibrate evaluation alignment. Provide timely feedback to improve and drive instruction.

Strategy's Expected Result/Impact: Emphasis on continued growth for teachers, increasing student growth

Staff Responsible for Monitoring: Administration/Instructional Coaches

Problem Statements: Student Learning 1, 3

Title I: 2.5.1, 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 3

Brewer High School will leverage the redesigned daily advisory period to provide targeted academic interventions and enrichment that meet the varied needs of our student body. Teachers will use this period to deliver high-quality instructional strategies, including small-group support, and skill-based interventions. By embedding intentional academic support and enrichment into the school day, the campus will ensure students receive consistent, differentiated instruction that strengthens mastery across all disciplines and maximizes overall student achievement.

Strategy's Expected Result/Impact: Students will demonstrate increased mastery across all disciplines as evidenced by higher performance on campus, district, and state assessments. By the end of the year, more students will meet or exceed grade-level expectations due to targeted support and innovative instructional practices embedded in advisory.

Staff Responsible for Monitoring: Campus Administration, Teachers, Instructional Coaches

Problem Statements: Student Learning 1, 3

Title I: 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

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Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Reading/Language Arts: Only 48% of students achieved Meets or Above and 8% achieved Masters, despite 67% achieving Approaches or Above.	Inconsistent implementation of rigorous reading, writing, text analysis, and evidence-based response practices across classrooms and content areas.
3	Student Achievement Gaps: Overall achievement is 76% Approaches, 49% Meets, and 15% Masters, with lower performance among some student groups.	Inconsistent use of disaggregated data to provide targeted intervention, acceleration, differentiation, and enrichment for students at different performance levels.

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

Brewer High School will strive to increase EOC scores to at least 58% of students meeting grade level expectations in English II.

Evaluation Data Source: Benchmarks, CFAs, STAAR EOC

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Continually focus on improving student outcomes/closing the gap within Tier 1 instruction. There will be a focus on implementing our WSISD collective commitments with fidelity, and increasing student engagement.

Strategy's Expected Result/Impact: Continual growth in specified areas

Staff Responsible for Monitoring: Campus Administration/Instructional Coaches/Department Heads/ PLC Leads

Problem Statements: Student Learning 1, 3

Title I: 2.5.1, 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials

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Strategy 2 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

More rigorous walk through and feedback cycle, including partner admin walks to calibrate evaluation alignment. Provide timely feedback to improve and drive instruction.

Strategy's Expected Result/Impact: Emphasis on continued growth for teachers, increasing student growth

Staff Responsible for Monitoring: Administration/Instructional Coaches

Problem Statements: Student Learning 1, 3

Title I: 2.5.1, 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 3

Brewer High School will leverage the redesigned daily advisory period to provide targeted academic interventions and enrichment that meet the varied needs of our student body. Teachers will use this period to deliver high-quality instructional strategies, including small-group support, and skill-based interventions. By embedding intentional academic support and enrichment into the school day, the campus will ensure students receive consistent, differentiated instruction that strengthens mastery across all disciplines and maximizes overall student achievement.

Strategy's Expected Result/Impact: Students will demonstrate increased mastery across all disciplines as evidenced by higher performance on campus, district, and state assessments. By the end of the year, more students will meet or exceed grade-level expectations due to targeted support and innovative instructional practices embedded in advisory.

Staff Responsible for Monitoring: Campus Administration, Teachers, Instructional Coaches

Problem Statements: Student Learning 1, 3

Title I: 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

Formative Reviews

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Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Reading/Language Arts: Only 48% of students achieved Meets or Above and 8% achieved Masters, despite 67% achieving Approaches or Above.	Inconsistent implementation of rigorous reading, writing, text analysis, and evidence-based response practices across classrooms and content areas.
3	Student Achievement Gaps: Overall achievement is 76% Approaches, 49% Meets, and 15% Masters, with lower performance among some student groups.	Inconsistent use of disaggregated data to provide targeted intervention, acceleration, differentiation, and enrichment for students at different performance levels.

Performance Objective 3 ☑ High Priority ☑ HB3 Goal

Brewer High School will strive to increase EOC scores to at least 35% of students meeting grade level expectations in Algebra 1.

Evaluation Data Source: Benchmarks, CFAs, STAAR EOC

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Continually focus on improving student outcomes/closing the gap within Tier 1 instruction. There will be a focus on implementing our WSISD collective commitments with fidelity, and increasing student engagement.

Strategy's Expected Result/Impact: Continual growth in specified areas

Staff Responsible for Monitoring: Campus Administration/ Department Heads/Instructional Coaches

Problem Statements: Student Learning 2, 3

Title I: 2.5.1, 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials

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Strategy 2

More rigorous walk through and feedback cycle, including partner admin walks to calibrate evaluation alignment. Provide timely feedback to improve and drive instruction.

Strategy's Expected Result/Impact: Emphasis on continued growth for teachers, increasing student growth

Staff Responsible for Monitoring: Administration/Instructional coaches

Problem Statements: Student Learning 2, 3

Title I: 2.5.1, 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 3

Brewer High School will leverage the redesigned daily advisory period to provide targeted academic interventions and enrichment that meet the varied needs of our student body. Teachers will use this period to deliver high-quality instructional strategies, including small-group support, and skill-based interventions. By embedding intentional academic support and enrichment into the school day, the campus will ensure students receive consistent, differentiated instruction that strengthens mastery across all disciplines and maximizes overall student achievement.

Strategy's Expected Result/Impact: Students will demonstrate increased mastery across all disciplines as evidenced by higher performance on campus, district, and state assessments. By the end of the year, more students will meet or exceed grade-level expectations due to targeted support and innovative instructional practices embedded in advisory.

Staff Responsible for Monitoring: Campus Administration, Teachers, Instructional Coaches

Problem Statements: Student Learning 2, 3

Title I: 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

Formative Reviews

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Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Mathematics: Only 27% of students achieved Meets or Above and 7% achieved Masters, despite 70% achieving Approaches or Above.	Gaps in prerequisite skills combined with inconsistent opportunities for rigorous mathematical reasoning, problem solving, and application.
3	Student Achievement Gaps: Overall achievement is 76% Approaches, 49% Meets, and 15% Masters, with lower performance among some student groups.	Inconsistent use of disaggregated data to provide targeted intervention, acceleration, differentiation, and enrichment for students at different performance levels.

Performance Objective 4 ☑ High Priority ☑ HB3 Goal

Brewer High School will strive to have 98% of the class of 2027 seniors receiving their CCMR point and 30% of seniors being TSI compliant in both Reading and Math.

Evaluation Data Source: TSI testing reports, CCMR certifications, military enlistment records, college acceptance notifications, graduation pathway reports

Strategy 1

BHS counselors and academic advisors will conduct individualized student conferences informing them of CTE/Pathway options in order to ensure that students are on track to meet CCMR requirements.

Strategy's Expected Result/Impact: Increased number of students that receive a CCMR point and reach completer status.

Staff Responsible for Monitoring: Counselors/Academic Advisor/Campus Administration/CTE Director

Problem Statements: Student Learning 4

Title I: 2.5.1

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

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Strategy 2

The TCU College Go Center will serve as a dedicated space to support students in key areas of postsecondary achievement. Its focus will include college application guidance, planning meetings, and other resources to help students prepare for life after high school.

Strategy's Expected Result/Impact: Increase percentage of students planning and applying to college.

Staff Responsible for Monitoring: TCU Advisor/CCMR Coordinator/Counseling Staff

Problem Statements: Student Learning 4

Title I: 2.5.1

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems

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Strategy 3

Brewer High School will provide regular TSI testing opportunities throughout the school year and offer ongoing TSI preparation through our daily advisory period. This structure ensures students receive consistent practice, targeted support, and multiple chances to demonstrate college readiness.

Strategy's Expected Result/Impact: Students will demonstrate increased college readiness as evidenced by higher TSI participation and improved pass rates. Regular testing opportunities and daily advisory-based TSI preparation will lead to more students meeting TSI benchmarks by the end of the school year.

Staff Responsible for Monitoring: CCMR Coordinator, Campus Administration

Problem Statements: Student Learning 4

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

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Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
4	Brewer High School is working to increase college, career, and military readiness for the Class of 2026, but current data shows that too few seniors are meeting TSI requirements. We need to ensure that 100% of our students are graduation with their CCMR point.	The primary root causes include inconsistent access to targeted TSI preparation. Additionally, students may lack structured support during the school day to build the academic skills required for TSI success, contributing to lower pass rates in Reading and Math.

Goal 2

Cultivate a safe, nurturing and collaborative environment that promotes active involvement by parents, students, and community members.

Performance Objective 1

☑ **High Priority**

100% of our students will have an ID on at all times during the day.

Evaluation Data Source: Admin and staff will check IDs at the front door and cafeteria and provide temporary IDs as needed. Staff will remain visible in hallways to remind students to wear their IDs throughout the day.

Strategy 1

To promote campus safety and accountability, Brewer High School will implement a multi-tiered approach to ensure all students wear their school-issued ID throughout the day. Administrators will monitor building entrances to verify ID compliance upon arrival. Staff will maintain hallway visibility to remind and reinforce ID expectations.

Strategy's Expected Result/Impact: Improved campus safety through consistent ID verification at building entrances.

Increased student accountability as students reliably wear their school-issued IDs throughout the day.

Stronger staff presence and reinforcement resulting in fewer ID-related compliance issues.

Staff Responsible for Monitoring: All campus staff

Problem Statements: School Processes & Programs 5

Title I: 2.5.1

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
5	Brewer High School is experiencing inconsistent student ID compliance, resulting in gaps in campus safety, difficulty verifying authorized individuals, and uneven enforcement of expectations throughout the school day. Without a unified system for ID monitoring and hallway visibility, staff and administrators struggle to maintain predictable, campuswide accountability.	The root cause is the absence of a structured, multi-tiered process for reinforcing ID expectations, including inconsistent monitoring at building entrances, limited staff visibility during transitions, and varying levels of follow-through when students are out of compliance. These gaps in operational consistency and student accountability systems have led to unpredictable enforcement and reduced

Performance Objective 2

Brewer High School will provide a weekly Sunday newsletter to parents to ensure transparency and keep all stakeholders informed about campus events, expectations, and celebrations.

Evaluation Data Source: Weekly communication data will be collected from Smore, ParentSquare, and all campus social media platforms to monitor engagement and ensure consistent outreach to families.

Strategy 1

Weekly Parent Newsletter

Strategy's Expected Result/Impact: Improved family engagement as parents receive consistent, predictable updates every Sunday.

Greater transparency for all stakeholders through regular communication about campus events, expectations, and celebrations.

Stronger trust and connection between families and the school due to clear, ongoing communication.

Staff Responsible for Monitoring: Administrative Staff

Problem Statements: Perceptions 1

Title I: 2.5.1

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

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Strategy 2

Brewer High School will provide information and strategies to parents, students, and families during campus and community events such as Fish Camp, Meet the Teacher Night, FAFSA Night, and the Title I Parent Meeting to strengthen engagement and support student success.

Strategy's Expected Result/Impact: Improved family engagement as parents receive helpful information and strategies during key campus and community events.

Greater transparency and support for families, leading to stronger partnerships that positively impact student success.

More informed stakeholders who understand campus expectations, resources, and opportunities for involvement.

Staff Responsible for Monitoring: Administrative Staff

Problem Statements: Perceptions 1

Title I: 2.5.1

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

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Strategy 3

The campus will provide student planners to all students as a tool to strengthen organization, time-management, and communication between school and home. Planners will serve as a consistent method for students to record assignments, track due dates, monitor attendance, and communicate upcoming campus events. Families will be encouraged to review planners regularly to support student progress and reinforce shared responsibility for learning.

Strategy's Expected Result/Impact: The expected outcomes include increased student organization and accountability, strengthened family engagement, improved academic performance and assignment completion, and clearer communication between students, teachers, and families.

Staff Responsible for Monitoring: Teachers, Campus Administration

Problem Statements: Perceptions 1

Funding Sources: Title I Funds, $2,068.71

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Connect high school to career and college

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Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Stakeholders perceive a need for more consistent and proactive communication and greater student engagement to ensure students and families feel informed, connected, and supported.	Communication and engagement practices vary across departments and student groups, resulting in inconsistent access to information, support, and opportunities.

Performance Objective 3 ☑ High Priority ☑ HB3 Goal

Brewer High School comply with the Texas State law restricting the use of personal communication devices during the instructional day.

Evaluation Data Source: Student Conductor, Skyward, Cell phone pickup email, student conductor will track cell phone violations, and a new policy will be implemented for personal communications device violations that will be tracked. All students will be assigned a Yonder pouch.

Strategy 1

Brewer High School will utilize the campus discipline matrix to address the use of personal communication devices, ensuring consistent expectations and consequences across all classrooms.

Strategy's Expected Result/Impact: Consistent enforcement of device expectations across all classrooms and common areas.

Reduction in device-related disruptions due to clear consequences and predictable procedures.

Improved instructional focus as students adhere to established guidelines for personal device use.

Staff Responsible for Monitoring: All campus staff

Problem Statements: Demographics 2

Title I: 2.5.1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

Brewer High School will implement the use of Yondr pouches during the school day as a campus wide strategy to improve instructional focus, reduce classroom disruptions, and create a more engaged learning environment.

Strategy's Expected Result/Impact: Increased instructional focus -- students are more attentive, less distracted, and more engaged in learning.

Improved classroom management -- teachers spend less time redirecting phone use and more time teaching.

Higher-quality discussions and collaboration -- students participate more actively when devices are not competing for attention.

Reduced off-task behavior -- fewer disruptions related to texting, social media, gaming, and recording.

Staff Responsible for Monitoring: All Staff

Problem Statements: Demographics 2

Title I: 2.5.1, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Instruction & Classroom Management: Brewer High School serves a diverse population with significant SPED, Emergent Bilingual, Dyslexia, and 504 populations. Inconsistent classroom management, instructional delivery, accommodations, and student engagement, combined with classroom disruptions and cell phone violations, can reduce instructional time and student access to rigorous instruction.	Inconsistent implementation of campus-wide instructional and behavioral expectations, including classroom routines, differentiation, accommodations, and engagement strategies.

Performance Objective 4

Brewer High School will create meaningful opportunities for collaboration and feedback among all stakeholders to strengthen communication, shared decision-making, and campus alignment.

Evaluation Data Source: Student Meetings (Student Council, PALS, Etc.)
Student Management Committee
Department Head Meetings
Faculty Meetings
PLC Meetings

Strategy 1

To foster a culture of shared leadership and continuous improvement, Brewer High School will create structured opportunities for collaboration and feedback among all stakeholders. This will be achieved through a variety of intentional forums, including: Student Management Committee, Department Head Meetings, Faculty Meetings, PLC Meetings, and meetings with various campus student organizations.

Strategy's Expected Result/Impact: Continuous campus improvement through targeted feedback from a variety of stakeholders.

Staff Responsible for Monitoring: Campus administration, Teachers/Staff

Problem Statements: Perceptions 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 4 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Stakeholders perceive a need for more consistent and proactive communication and greater student engagement to ensure students and families feel informed, connected, and supported.	Communication and engagement practices vary across departments and student groups, resulting in inconsistent access to information, support, and opportunities.

Performance Objective 5 ☑ High Priority

Brewer High School will maintain an average student attendance rate of 94% for the 2025-2026 school year.

Evaluation Data Source: Skyward attendance reports (Daily and Weekly), Weekly Attendance Meetings

Strategy 1

Attendance celebrations will be held every nine weeks for students who maintain 95% or higher attendance.

Strategy's Expected Result/Impact: Improved student attendance as students are motivated to maintain 95% or higher attendance to earn recognition.

Stronger campus culture of consistency and responsibility through celebrating students who show up every day.

Reduction in chronic absenteeism as positive reinforcement encourages better attendance habits.

Staff Responsible for Monitoring: Administrative Team

Problem Statements: Demographics 1

Title I: 2.5.1, 2.5.2, 2.5.3

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Strategy 2

Weekly attendance meetings will be held to review concerns and identify current trends related to student attendance. Home visits will be scheduled as needed to provide additional support. Our Attendance Review Committee will maintain consistent communication with parents on a

weekly basis to address ongoing attendance issues and promote student engagement.

Strategy's Expected Result/Impact: Improved attendance to meet our goal of 94%.

Staff Responsible for Monitoring: Administration/Teachers/Counselors/Attendance Committee/ District Truancy Officer

Problem Statements: Demographics 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

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Strategy 3

Brewer High School will implement weekly tardy incentives to reinforce punctuality and strengthen consistent classroom attendance. Each week, students who demonstrate that they can arrive to class on time -- with three or fewer tardies -- will be entered into a drawing for campus-provided gift cards. This incentive system is designed to celebrate positive habits, encourage responsibility, and create a culture where being on time is recognized and rewarded.

Strategy's Expected Result/Impact: Improved on-time arrival to class -- students demonstrate increased responsibility and consistency in meeting campus expectations.

Reduction in overall tardies -- weekly monitoring and incentives lead to fewer disruptions at the start of each period.

Stronger campus culture around punctuality -- students see that being on time is valued, recognized, and rewarded.

Increased instructional time -- fewer late arrivals means teachers can begin lessons promptly and maintain momentum.

Positive reinforcement of desired behaviors -- students respond to recognition and rewards, creating a cycle of improved habits.

Enhanced student engagement -- timely arrival supports better participation, smoother transitions, and stronger classroom routines.

Staff Responsible for Monitoring: Admin/Teachers

Problem Statements: Demographics 1

Title I: 2.5.1, 2.5.2, 2.5.3

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Performance Objective 5 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Attendance & Engagement: Brewer High School has a significant number of students at risk of academic disengagement, with 61.17% identified as At-Risk and ADA at 95.04%. Attendance concerns, student mobility, and intervention needs may limit students' access to instruction and negatively impact achievement, graduation, and CCMR outcomes.	Inconsistent systems for early identification and intervention related to attendance, academic progress, and student engagement, particularly for At-Risk and mobile students.

Performance Objective 6

Brewer High School will strengthen campus culture and student engagement by fully implementing Capturing Kids' Hearts practices, ensuring that staff consistently use relational strategies--such as greeting students at the door, modeling social contracts, and reinforcing positive behaviors--to create safe, supportive, and connected learning environments.

Evaluation Data Source: Walkthrough Data/Trends
Staff and Student Feedback
Behavior and Engagement Data

Strategy 1

Brewer High School will embed Capturing Kids' Hearts practices into daily routines by providing ongoing staff training, modeling relational strategies during walkthroughs, and reinforcing consistent use of social contracts, greetings, using the 4 questions, and affirmations across classrooms to strengthen campus culture and student engagement.

Strategy's Expected Result/Impact: Stronger student-teacher relationships
Improved Campus Culture
Reduced Behavior Incidents

Staff Responsible for Monitoring: Campus Administration

Problem Statements: Demographics 1, 2 - School Processes & Programs 1, 3

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 6 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Attendance & Engagement: Brewer High School has a significant number of students at risk of academic disengagement, with 61.17% identified as At-Risk and ADA at 95.04%. Attendance concerns, student mobility, and intervention needs may limit students' access to instruction and negatively impact achievement, graduation, and CCMR outcomes.	Inconsistent systems for early identification and intervention related to attendance, academic progress, and student engagement, particularly for At-Risk and mobile students.
2	Instruction & Classroom Management: Brewer High School serves a diverse population with significant SPED, Emergent Bilingual, Dyslexia, and 504 populations. Inconsistent classroom management, instructional delivery, accommodations, and student engagement, combined with classroom disruptions and cell phone violations, can reduce instructional time and student access to rigorous instruction.	Inconsistent implementation of campus-wide instructional and behavioral expectations, including classroom routines, differentiation, accommodations, and engagement strategies.

Performance Objective 6 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Inconsistent implementation of rigorous Tier I instruction, data-driven interventions, and classroom management practices across classrooms limits student achievement, particularly in Reading/Language Arts and Mathematics.	Inconsistent implementation and monitoring of campus instructional expectations and practices across departments and classrooms.

3	Brewer High School is experiencing inconsistent campuswide alignment around expectations, accountability, and inclusive culture, leading to variations in how staff support students, collaborate with one another, and uphold shared norms. Without a unified approach to inclusive practices and high-expectation culture, the campus struggles to ensure that every individual feels valued and supported.	The root cause is the absence of a clear, consistently implemented framework for building and maintaining an inclusive, high-expectations culture. This includes gaps in shared accountability structures, inconsistent modeling of campus norms, and limited opportunities for staff to engage in culture-building professional learning. As a result, expectations and support systems vary across classrooms

Goal 3

Sustain an effective and efficient organization by utilizing a flexible, responsive and consistent process for operational management.

Performance Objective 1

Exercise fiscal responsibility to maintain financial strength and provide the financial resources for BHS educational program and
support needs that are 100% tied to the campus plan.

Evaluation Data Source: Completed Budget
All purchases aligned to campus goals
Budget Transparency

Strategy 1

☑ **Targeted Support Strategy** ☑ **Additional Targeted Support Strategy**
☑ **Results Driven Accountability**

Work with department heads, instructional coaches, directors, and administrators to customize a budget aligns with campus and district goals.

Strategy's Expected Result/Impact: Balance a budget that is focused on district and campus priorities.

Staff Responsible for Monitoring: Teachers/Campus Administration/Comptroller/IC's

Problem Statements: School Processes & Programs 4

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
4	Brewer High School has experienced inconsistent alignment between campus spending and instructional priorities, resulting in budget decisions that do not fully support academic goals, department needs, or district initiatives. Without a coordinated process for collaborative budgeting, the campus struggles to ensure that financial resources are strategically allocated to maximize student outcomes a	The absence of a structured, campuswide budgeting framework that brings together department heads, instructional coaches, directors, and administrators to analyze needs, prioritize spending, and monitor resource use. Limited opportunities for cross-department planning and inconsistent communication around budget expectations have led to fragmented decision-making and misalignment

Goal 4

Design professional learning opportunities that lead to effective teaching practices, instructional leadership, and improved student results.

Performance Objective 1

Professional Development -- including our Bite-Sized PD sessions -- is intentionally designed around identified needs that emerge from data analysis, PLC conversations, and insights gathered during learning walks. These targeted learning opportunities support continuous growth and address specific instructional priorities across the campus.

Evaluation Data Source: Walkthrough Data/Trends
PLC Artifacts
Student Performance Data

Strategy 1

Brewer High School will implement targeted professional development opportunities--such as Bite-Sized PD sessions--based on identified needs from data analysis, PLC discussions, and learning walk observations. This strategy ensures that professional learning is responsive, focused on instructional priorities, and supports continuous growth for all educators.

Strategy's Expected Result/Impact: Improved Instructional Quality
Increased Teacher Engagement
Stronger PLC Collaboration:
Growth in Student Achievement
Culture of Continuous Learning

Staff Responsible for Monitoring: Campus Administration, Instructional Coaches, District C&I Team

Problem Statements: Demographics 2 - Student Learning 3 - School Processes & Programs 1

Funding Sources: Title I Funds,

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

October	December	February	April

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Instruction & Classroom Management: Brewer High School serves a diverse population with significant SPED, Emergent Bilingual, Dyslexia, and 504 populations. Inconsistent classroom management, instructional delivery, accommodations, and student engagement, combined with classroom disruptions and cell phone violations, can reduce instructional time and student access to rigorous instruction.	Inconsistent implementation of campus-wide instructional and behavioral expectations, including classroom routines, differentiation, accommodations, and engagement strategies.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	Student Achievement Gaps: Overall achievement is 76% Approaches, 49% Meets, and 15% Masters, with lower performance among some student groups.	Inconsistent use of disaggregated data to provide targeted intervention, acceleration, differentiation, and enrichment for students at different performance levels.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Inconsistent implementation of rigorous Tier I instruction, data-driven interventions, and classroom management practices across classrooms limits student achievement, particularly in Reading/Language Arts and Mathematics.	Inconsistent implementation and monitoring of campus instructional expectations and practices across departments and classrooms.

Performance Objective 2

Incorporate opportunities for teacher feedback, counselor-led presentations, and practical technology tips into staff meetings to foster collaboration, support professional growth, and enhance instructional practices.

Evaluation Data Source: Learning Walks
Teacher feedback and well-being

Strategy 1

Brewer High School will use staff meetings to strengthen collaboration and support teacher growth by incorporating time for teacher feedback, counselor-led presentations, and quick,

practical technology tips. These additions will help improve communication, enhance professional development, and elevate classroom practices.

Strategy's Expected Result/Impact: Increase staff engagement
Strengthen collaboration
Support professional growth
Improve instructional practices
Foster a positive school culture

Staff Responsible for Monitoring: Campus Administration, Counselors, Technology, Teachers, Instructional Coaches

Problem Statements: Demographics 2 - School Processes & Programs 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

October	December	February	April

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Instruction & Classroom Management: Brewer High School serves a diverse population with significant SPED, Emergent Bilingual, Dyslexia, and 504 populations. Inconsistent classroom management, instructional delivery, accommodations, and student engagement, combined with classroom disruptions and cell phone violations, can reduce instructional time and student access to rigorous instruction.	Inconsistent implementation of campus-wide instructional and behavioral expectations, including classroom routines, differentiation, accommodations, and engagement strategies.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Inconsistent implementation of rigorous Tier I instruction, data-driven interventions, and classroom management practices across classrooms limits student achievement, particularly in Reading/Language Arts and Mathematics.	Inconsistent implementation and monitoring of campus instructional expectations and practices across departments and classrooms.

Goal 5 The district will recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1

BHS will recruit and retain highly qualified faculty members.

Evaluation Data Source: Certification Reports
Retention Statistics

Strategy 1

BHS is committed to fostering an inclusive environment where every individual feels valued and supported. Our culture will be grounded in high expectations and shared accountability, ensuring that excellence is pursued in all aspects of our school community.

Strategy's Expected Result/Impact: Improved teacher retention

Staff Responsible for Monitoring: Campus Administration

Problem Statements: School Processes & Programs 2

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

October	December	February	April

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Brewer High School faces inconsistencies in teacher credential alignment, resulting in gaps between staff qualifications and assigned subject areas. Without a structured system for strategic hiring, credential monitoring, targeted professional development, and retention of qualified staff, the campus risks uneven instructional quality and challenges in meeting state certification requirements.	Brewer High School has lacked a systematic, campus wide process for verifying teacher credentials, supporting certification pathways, and monitoring alignment between staff qualifications and assigned courses. This gap has led to inconsistent hiring practices, limited ongoing support for teachers pursuing certification, and insufficient retention structures for fully qualified staff.

Performance Objective 2

100% of teachers in all subject areas will be highly qualified.

Evaluation Data Source: SBEC certification records and proof of industry experience for DOI (CTE)

Strategy 1

Brewer High School will implement a targeted recruitment, support, and monitoring plan to ensure that all teachers meet the qualifications required for their subject areas. This strategy includes: Strategic Hiring Practices, Credential Monitoring,
Professional Development Support, Collaboration with HR and Certification Offices, and Retention of Qualified Staff.

Strategy's Expected Result/Impact: This strategy ensures that every classroom is led by a teacher who is fully equipped to deliver high-quality instruction aligned with state standards.

Staff Responsible for Monitoring: Campus Administration

Problem Statements: School Processes & Programs 2

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

October	December	February	April

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Brewer High School faces inconsistencies in teacher credential alignment, resulting in gaps between staff qualifications and assigned subject areas. Without a structured system for strategic hiring, credential monitoring, targeted professional development, and retention of qualified staff, the campus risks uneven instructional quality and challenges in meeting state certification requirements.	Brewer High School has lacked a systematic, campus wide process for verifying teacher credentials, supporting certification pathways, and monitoring alignment between staff qualifications and assigned courses. This gap has led to inconsistent hiring practices, limited ongoing support for teachers pursuing certification, and insufficient retention structures for fully qualified staff.

State Compensatory Education

State Compensatory

Budget for Brewer High School

Total SCE Funds: $1,320,772.00

Total FTEs Funded by SCE: 18.25

Brief Description of SCE Services and/or Programs

Personnel for Brewer High School

Name	Position	FTE
Alicia Carrigan	Teacher	0.17
Andrew Keeble	Teacher	0.33
Arthur Senato	Teacher	0.17
Carolyn Riley	Paraprofessional	1
Charles Etheridge	Principal	1
Cheri Whisker	Teacher	1
Clifton Watkins	Paraprofessional	0.33
Daniel Foster	Teacher	0.33
Dawn Collins	Instructional Coach	0.5
John Glaze	Teacher	1
Joshua Ferguson	Assistant Principal	0.5
Joshua Walker	Paraprofessional	0.5
Julia Gray	Teacher	1
Katrina Diaz	Instructional Coach	0.5
Kristi Gonzales	Assistant Principal	0.25
Kyle Kelly	Teacher	0.33
Laura Morris	Teacher	0.5
Lauren Wallis	Instructional Coach	0.5
Layla Arzanipour	Teacher	1
Lloyd Ekpo	Paraprofessional	1

Martha Chanona	Teacher	1
Michael Dickinson	Assistant Principal	0.25
Paul Danielson	Teacher	0.17
Ronald Mendoza	Teacher	0.5
Rowdy Myers	Assistant Principal	0.25
Russ Welch	Teacher	1
Sarah Ross	Teacher	0.17
Shirley Burnett-Moore	Teacher	1
Steven Ganninger	Teacher	1
Zena Anthony	Paraprofessional	1

Title I Summary

Title I Personnel

Name	Position	Program	FTE
Christina Williams	Instructional Coach	Title I	1
Denise Benton	Instructional Coach	Title I	0.5

Funding Summary

Funding Summary

Title I Funds

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	2	3		--	$2,068.71
4	1	1		--	$0.00
				Sub-Total	$2,068.71