

**College Station ISD**  
**A&M Consolidated Middle School**  
**2024-2025 Campus Improvement Plan**

**Accountability Rating: Not Rated**



**Board Approval Date:** September 17, 2024  
**Public Presentation Date:** September 17, 2024

# Mission Statement

Through personal discovery, we learn and therefore succeed.

## Vision

The AMCMS learning community provides students purposeful and engaging opportunities to explore and discover truth, passion, and confidence by inspiring leadership and meaningful relationships in a safe and caring environment.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

AMCMS has approximately 690 students and a diverse student population with 45.3% of the population being White, 30.94% being Hispanic, 15.25% African-American, 3.96% Asian, 0.29% Pacific Islander, and 0.73% American Indian. The economically disadvantaged population accounts for 46.19% of our students, while 43.55% of the students are designated at-risk, and 46.19% of our students participate in our free or reduced lunch program. Our LEP population is consistent with around 14.66% of our students accounting for that demographic. AMCMS hosts an active student body with 52.79% participating in Athletics, 54.4% taking non-required CTE courses, and 29.33% involved in Band, Orchestra, or Choir. 21.26% of Bobcats take an Advanced and accelerated Math course; 43.26% take an Advanced English course. Our average class size is 27 and the attendance rate maintains at 94-95% throughout the school year.

AMCMS houses the CSISD Middle School Adaptive Behavior program as well as the CASL program. 17.16% of our students are served through the Special Education program and 11.44% are served through 504.

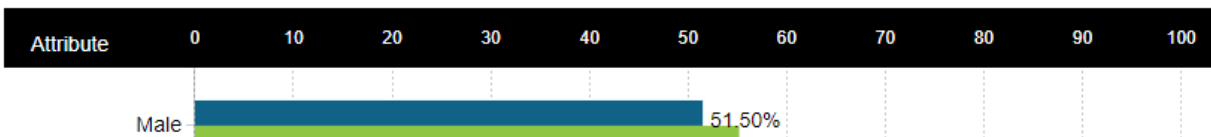
Student Demographics	Count	Percent
<b>Gender</b>		
Female	304	44.64%
Male	377	55.36%
<b>Ethnicity</b>		
Hispanic-Latino	210	30.84%
<b>Race</b>		
American Indian - Alaskan Native	5	0.73%
Asian	27	3.96%
Black - African American	104	15.27%
Native Hawaiian - Pacific Islander	2	0.29%
White	309	45.37%
Two-or-More	24	3.52%

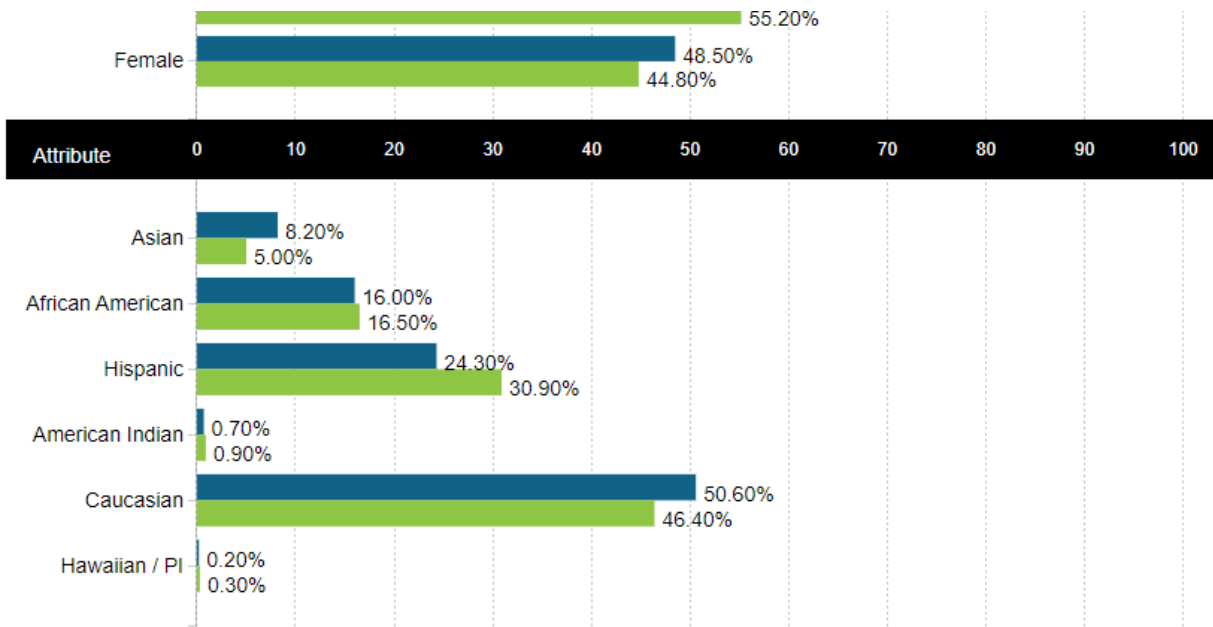
Student Programs	Count	Percent
Dyslexia	80	11.75%
Gifted and Talented	87	12.78%
Regional Day School Program for the Deaf	1	0.15%
Section 504	79	11.60%
Special Education (SPED)	115	16.89%
<b>Bilingual/ESL</b>		
Emergent Bilingual (EB)	97	14.24%

Bilingual	36	5.29%
English as a Second Language (ESL)	94	13.80%
Alternative Bilingual Language Program	0	0.00%
Alternative ESL Language Program	0	0.00%
<b>Title I Part A</b>		
Schoolwide Program	4	0.59%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	0	0.00%
Neglected	0	0.00%

Student Indicators	Count	Percent
At-Risk	298	43.76%
Foster Care	0	0.00%
IEP Continuer	0	0.00%
Immigrant	7	1.03%
Intervention Indicator	0	0.00%
Migrant	0	0.00%
Military Connected	0	0.00%
Transfer In Students	15	2.2026%
Unschool'd Asylee/Refugee	0	0%
<b>Economic Disadvantage</b>		
Economic Disadvantage Total	306	44.93%
Free Meals	268	39.35%
Reduced-Price Meals	38	5.58%
Other Economic Disadvantage	0	0.00%
<b>Homeless and Unaccompanied Youth</b>		
Homeless Status Total	7	1.03%
Shelter	0	0.00%
Doubled Up	5	0.73%
Unsheltered	0	0.00%
Hotel/Motel	2	0.29%
Not Unaccompanied Youth	7	1.03%
Is Unaccompanied Youth	0	0.00%

■ School ■ District





During the 2023-2024 school year, AMCMS averaged 72 discipline incidents each six weeks with the majority of these incidents due to interpersonal conflict.

Our campus culture is enriched by the diversity of our student body and the support of community stakeholders as well as our very involved parent community that works in concert with our faculty and staff to realize the potential of our students.

### Demographics Strengths

Students continue to be highly involved in extracurricular activities to include after-school clubs, sports, fine arts, and CTE. We saw students compete and win superior ratings in Band, Orchestra, Choir, and Academic UIL competitions. AMCMS students consistently attend school in order to participate in these interests.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** 47.5% (304 out of 639) of referrals from the 2023-2024 school year were due to interpersonal conflict. **Root Cause:** Students lack the necessary conflict resolution and social skills to interact appropriately with adults and their peers.

# Student Learning

## Student Learning Summary

### STAAR Summary Report AMCMS

MATH 7			Students Tested	Average Scale Score	Did Not Pass		Pass					
Administration Summary					Did Not Meet Grade Level	Approaches Grade Level	Meets Grade Level		Masters Grade Level			
	Number	Percent	#	%			#	%	#	%	#	%
Students Tested	209	98.10%	209	1,706	120	57%	89	43%	35	17%	5	2%
Students Not Tested												
Absent	3	1.40%										
Other	0	0.00%										
All												

### STAAR Summary Report AMCMS

MATH 8			Students Tested	Average Scale Score	Did Not Pass		Pass					
Administration Summary					Did Not Meet Grade Level	Approaches Grade Level	Meets Grade Level		Masters Grade Level			
	Number	Percent	#	%			#	%	#	%	#	%
Students Tested	333	98.80%	333	1,888	69	21%	264	79%	171	51%	72	2%
Students Not Tested												
Absent	3	0.90%										
Other	0	0.00%										
All												

### STAAR Summary Report AMCMS

READING 7			Students Tested	Average Scale Score	Did Not Pass		Pass					
Administration Summary					Did Not Meet Grade Level	Approaches Grade Level	Meets Grade Level		Masters Grade Level			
	Number	Percent	#	%			#	%	#	%	#	%
Students Tested	336	98.80%	336	1,706	80	24%	256	76%	194	58%	128	3%
Students Not Tested												
Absent	3	0.90%										
Other	0	0.00%										
All												

### STAAR Summary Report AMCMS

READING 8			Students Tested	Average Scale Score	Did Not Pass		Pass				
Administration Summary					Did Not Meet Grade Level		Approaches Grade Level		Meets Grade Level		Masters Grade Level
	Number	Percent			#	%	#	%	#	%	
Students Tested	342	98.80%									
Students Not Tested											
Absent	3	0.90%									
Other	0	0.00%									
All			342	1,766	62	18%	280	82%	214	63%	143

### STAAR Summary Report AMCMS

SOCIAL STUDIES			Students Tested	Average Scale Score	Did Not Pass		Pass				
Administration Summary					Did Not Meet Grade Level		Approaches Grade Level		Meets Grade Level		Masters Grade Level
	Number	Percent			#	%	#	%	#	%	
Students Tested	341	99.10%									
Students Not Tested											
Absent	2	0.60%									
Other	0	0.00%									
All			341	3,953	102	30%	239	70%	155	45%	95

### STAAR Summary Report AMCMS

SCIENCE			Students Tested	Average Scale Score	Did Not Pass		Pass				
Administration Summary					Did Not Meet Grade Level		Approaches Grade Level		Meets Grade Level		Masters Grade Level
	Number	Percent			#	%	#	%	#	%	
Students Tested	343	99.10%									
Students Not Tested											
Absent	2	0.60%									
Other	0	0.00%									
All			343	4,218	74	22%	269	78%	202	59%	96



## Student Learning Strengths

70% or more of students scored at least "Approaches Grade Level" on the 8 Math, 7 Reading, 8 Reading, 8 Science, and 8 Social Studies STAAR tests.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Campus 7th grade Math STAAR scores dropped from 57% of students scoring at least "approaches grade level" in 22-23 to 43% of students scoring at least "approaches grade level" in 23-34. **Root Cause:** There was a lack in instructional coaching in the 23-24 school year.

**Problem Statement 2 (Prioritized):** Projected class sizes with the 7th grade ELA classroom will rise to 30 students per class. **Root Cause:** Reduction of classroom teachers

# School Processes & Programs

## School Processes & Programs Summary

AMCMS holds monthly Leadership Meetings which include all administrative staff and the Department Heads to include all contents in the decision-making process. We also hold a monthly team meeting for all faculty to ensure continuity and foster community. A weekly one-pager is sent out to faculty and staff that includes important upcoming events, reminders, and announcements. Parents receive a monthly newsletter and our website is updated frequently to bridge the connection between school and home. Teachers are required to update Schoology weekly and make phone calls home to parents again to provide an open line of communication.

During the 2023-2024 school year, AMCMS was part of the Guiding Coalition Cohort 1 for CSISD. We are continuing that professional development by providing opportunities for our Guiding Coalition to meet monthly with the Leadership Team and facilitate learning opportunities for teachers during Staff Development. AMCMS also offers involvement opportunities for faculty with available Committees such as Culture, Community, and Social-Emotional-Learning.

## School Processes & Programs Strengths

Regular meetings and involvement opportunities provide the AMCMS faculty the chance to feel informed and as part of the Bobcat Family. Teacher-led professional development also contributes to the supportive environment and opens the door for learning from peers.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** 47.5% (304 out of 639) of referrals from the 2023-2024 school year were due to interpersonal conflict. **Root Cause:** Students lack the necessary conflict resolution and social skills to interact appropriately with adults and their peers.

# Perceptions

## Perceptions Summary

AMCMS staff completed the Panorama survey in the fall of 2023.

### Summary

Topic Description	Results	Comparison
<b>School Climate</b> Perceptions of the overall social and learning climate of the school.	<b>65%</b> ▲ 1 since last survey	<b>73%</b> College Station ISD
<b>School Leadership</b> Perceptions of the school leadership's effectiveness.	<b>92%</b> ▲ 5 since last survey	<b>79%</b> College Station ISD
<b>Staff-Leadership Relationships</b> Perceptions of faculty and staff relationships with school leaders.	<b>95%</b> ▲ 4 since last survey	<b>84%</b> College Station ISD

Parents are encouraged to participate in community events such as the Family Tailgate, Bingo Night, and Movie Night. Family Tailgate has historically been the highest attended event so this year a parent informational will be tied to it titled "Supports for Raising a Middle Schooler in a New World of Technology and Mental Health."

AMCMS has a very active PTO which supports our faculty and staff with breakfasts, snacks, copies, and helping in our Bobcat Market.

## Perceptions Strengths

Overall, the staff perception of AMCMS is positive, supportive, and continuing to grow each year.

# Priority Problem Statements

**Problem Statement 1:** 47.5% (304 out of 639) of referrals from the 2023-2024 school year were due to interpersonal conflict.

**Root Cause 1:** Students lack the necessary conflict resolution and social skills to interact appropriately with adults and their peers.

**Problem Statement 1 Areas:** Demographics - School Processes & Programs

**Problem Statement 2:** Campus 7th grade Math STAAR scores dropped from 57% of students scoring at least "approaches grade level" in 22-23 to 43% of students scoring at least "approaches grade level" in 23-34.

**Root Cause 2:** There was a lack in instructional coaching in the 23-24 school year.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Projected class sizes with the 7th grade ELA classroom will rise to 30 students per class.

**Root Cause 3:** Reduction of classroom teachers

**Problem Statement 3 Areas:** Student Learning

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data

## **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

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Class size averages by grade and subject

## **Employee Data**

- Staff surveys and/or other feedback
- Teacher/Student Ratio

## **Parent/Community Data**

- Parent engagement rate

# Goals

Revised/Approved: April 16, 2024


**Goal 1:** CSISD will enhance effective instructional practices by implementing innovative and personalized learning experiences.


**Performance Objective 1:** Increase 7th grade Math STAAR scores from 43% to 50% of students reaching the approaches grade level or above in the 2024-25 school year.


**High Priority**


**Evaluation Data Sources:** Map Data- The BOY, MOY, and EOY, Formative and Summative assessments, STAAR results

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Addition of a Math Instructional Coach whose priority is working with teachers to improve class instruction <b>Strategy's Expected Result/Impact:</b> More targeted tiered intervention and teacher development <b>Staff Responsible for Monitoring:</b> MTSS, Math Instructional Coach, AP over Math and Campus Principal  <b>Title I:</b> 2.4, 2.5, 2.6 <b>Problem Statements:</b> Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 1 Problem Statements:**

Student Learning
<b>Problem Statement 1:</b> Campus 7th grade Math STAAR scores dropped from 57% of students scoring at least "approaches grade level" in 22-23 to 43% of students scoring at least "approaches grade level" in 23-34. <b>Root Cause:</b> There was a lack in instructional coaching in the 23-24 school year.


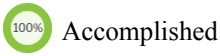
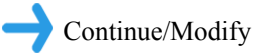

**Goal 2:** CSISD will elevate academic outcomes of historically underperforming student groups.

**Performance Objective 1:** Increase the percentage of 7th grade Math students scoring "approaches grade level" and above from 43% (23-34) to 55% (24-35).

**High Priority**

**Evaluation Data Sources:** MAP, STAAR, teacher data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will participate in weekly collaboration time with the instructional coach of his/her subject and the MTSS coordinator.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase data-driven practices in the classroom.</p> <p><b>Staff Responsible for Monitoring:</b> MTSS Coordinator, Instructional Coaches</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> MTSS Program Resources - 211 Title I, Part A - 6100 - \$74,872</p>	Formative			Summative
	Nov	Jan	Mar	June

**Performance Objective 1 Problem Statements:**





Student Learning
<p><b>Problem Statement 1:</b> Campus 7th grade Math STAAR scores dropped from 57% of students scoring at least "approaches grade level" in 22-23 to 43% of students scoring at least "approaches grade level" in 23-34. <b>Root Cause:</b> There was a lack in instructional coaching in the 23-24 school year.</p>

**Goal 2:** CSISD will elevate academic outcomes of historically underperforming student groups.

**Performance Objective 2:** Decrease the class size in the ELA classroom from 30 students to increase the quality of tier-I instruction by reducing the overall number in any given class to less than 25.

**High Priority**

**Evaluation Data Sources:** Master Schedule, MAP- BOY, MOY, and EOY assessments, STAAR, Discipline Reports, and total referrals

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The hiring of an additional ELA teacher to alleviate the number of students in each class to address the needs of all students.</p> <p><b>Strategy's Expected Result/Impact:</b> More targeted Tier 1 instruction</p> <p><b>Staff Responsible for Monitoring:</b> MTSS, Instructional Coach, AP for ELA, and Campus Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 2</p> <p><b>Funding Sources:</b> ELA teacher - 211 Title I, Part A - 6100 - \$65,317</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Performance Objective 2 Problem Statements:**

Student Learning
<p><b>Problem Statement 2:</b> Projected class sizes with the 7th grade ELA classroom will rise to 30 students per class. <b>Root Cause:</b> Reduction of classroom teachers</p>







**Goal 3:** CSISD will enrich students' school experiences by strengthening relationships between students, staff, and families.

**Performance Objective 1:** Decrease the percentage of discipline incidents from 47.5% in the 2023-24 school year, to 37.5% in the 2024-25 school year.

**High Priority**

**Evaluation Data Sources:** Eschool

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The addition of a second full-time counselor to work with students on social skills and conflict-resolution strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> A decrease in the number of incidents related to poor interpersonal skills.</p> <p><b>Staff Responsible for Monitoring:</b> MTSS Coordinator, Counselor, Principal, Assistant Principal</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Counselor - 211 Title I, Part A - 6100 - \$72,739</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Through our campus community nights, there will be an adult /parent education component that will be focused on mental health and issues facing our student population</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parental involvement</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal, Lead Counselor, and AP's</p> <p><b>Title I:</b> 2.5, 2.6, 4.1, 4.2</p> <p><b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> General Supplies - 211 Title I, Part A - 6400 - \$1,500</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Performance Objective 1 Problem Statements:**

### Demographics

**Problem Statement 1:** 47.5% (304 out of 639) of referrals from the 2023-2024 school year were due to interpersonal conflict. **Root Cause:** Students lack the necessary conflict resolution and social skills to interact appropriately with adults and their peers.

### School Processes & Programs

**Problem Statement 1:** 47.5% (304 out of 639) of referrals from the 2023-2024 school year were due to interpersonal conflict. **Root Cause:** Students lack the necessary conflict resolution and social skills to interact appropriately with adults and their peers.

**Goal 4:** CSISD will transform the learner experience through purposeful integration of instructional technology to augment the teaching and learning process.

# Title I

## 1.1: Comprehensive Needs Assessment

A&M Consolidated MS conducted our annual comprehensive needs assessment of the entire school, analyzing the academic achievement of all students and subgroups of students. Data was utilized from various sources including STAAR, TELPAS, NWEA MAP, student grades on Progress Reports and Report Cards, behavior and discipline data, attendance of students and staff, and parental engagement at targeted events to identify campus strengths and opportunities for growth across demographics, campus programs, and grade levels. Agendas, minutes, and sign-in sheets from Comprehensive Needs Assessment development meetings are maintained in Title I Crate for documentation.

## 2.1: Campus Improvement Plan developed with appropriate stakeholders

Given the district-defined goals from our Strategic Plan and the growth opportunities prioritized during our Campus Needs Assessment (CNA) process, A&M Consolidated MS developed a key number of performance objectives and specific strategies (action steps) to be highlighted in our CIP for the current year. Our CIP development process incorporates opportunities for input and feedback from parents and other stakeholders such as teachers, campus administration, paraprofessionals, support staff, and community stakeholders. Agendas, minutes, and sign-in sheets from CIP development meetings are maintained in Title I Crate for documentation.

## 2.2: Regular monitoring and revision

A&M Consolidated MS regularly monitors our CIP and will revise strategies as appropriate based on the progress of our performance objectives and strategies. Our core campus team, including administrators, campus academic and MTSS coaches, and support staff are tasked with monitoring the implementation and progress of our CIP. Agendas, minutes, and sign-in sheets from monitoring meetings are maintained in Title I Crate for documentation.

## 2.3: Available to parents and community in an understandable format and language

A&M Consolidated MS ensures our Campus Improvement Plan is publicly available to parents and the community (English and Spanish) on the CSISD and Campus Website and available upon request in printed copy.

## 2.4: Opportunities for all children to meet State standards

A&M Consolidated MS implements reform strategies to address campus needs, including opportunities for all students and student subgroups to exceed academic standards. Staff and administration closely monitor grades and assessments to ensure students are on target to meet State standards. Students who are at risk of missing their targeted benchmarks receive supplemental support and targeted interventions which may include:

- In-Class Small Group Instruction

- Pull-Out Support and Push-In Support from (Instructional Assistants, Academic Tutors...)
- Extended Learning Time through Afterschool Tutorials
- School-Wide Intervention Time from Grade-Level Teachers

## **2.5: Increased learning time and well-rounded education**

A&M Consolidated MS utilizes a variety of strategies to increase the quality and amount of learning time available to strengthen the academic program in the school and provide students with an enriched and accelerated curriculum.

## **2.6: Address needs of all students, particularly at-risk**

A&M Consolidated MS addresses all students' needs, particularly those at risk of not meeting academic standards. We closely monitor our at-risk students and work to ensure we are meeting their educational needs through:

- Tier I Instructional Best Practices
- Small Group Instruction in
- Instructional Interventions and Extensions in
- In-Class Support Services
- Instructional Support for Teachers with Campus Instructional Coaches

## **3.1: Annually evaluate the schoolwide plan**

A&M Consolidated MS conducted its annual comprehensive needs assessment of the entire school, analyzing the academic achievement of all students and subgroups of students. Data included academic, social, and emotional reviews by parents and other stakeholders including teachers, campus administration, paraprofessionals, support staff, and community stakeholders. In addition, the campus reviewed our campus Mission and Vision, our use of funds, and available school resources. During our periodic formative reviews of our CIP, the core campus team evaluates our Title I Schoolwide Plan as defined in the Campus Improvement Plan and documents any updates or adjustments that may need to be considered.

## **4.1: Develop and distribute Parent and Family Engagement Policy**

With parents' input, A&M Consolidated MS jointly developed/revised our written Family Engagement Policy and School Family Student Compact. We also used our Parent Survey at the end of the year to make any needed changes to our Family Engagement Policy and School Family Student Compact. Our Parent and Family Engagement Policy is posted on our campus website in Spanish and English and is reviewed with families at our Annual Title I Meetings. Agendas, minutes, and sign-in sheets from PFE Policy development/review meetings are maintained in Title I Crate for documentation.

## **4.2: Offer flexible number of parent involvement meetings**

A&M Consolidated MS offers various family engagement activities, including flexible times and days of the week. In addition, A&M Consolidated MS distributes information regarding family engagement opportunities and required notices in a format and language that families can understand. (English and Spanish).

# Campus Leadership Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Non-classroom Professional	Jana Barrett	ELA & SS Instructional Coach
Non-classroom Professional	Stefanie Bean	Math & Science Instructional Coach
Classroom Teacher	Lesley Zorn	Fine Arts Dept. Head
Classroom Teacher	Maddie Runyon	PE/Health Department Head
Classroom Teacher	Matt Bywater	CTE/Electives Department Head
Classroom Teacher	Sarah Thibodeaux	English Department Head
Classroom Teacher	David Espinosa	Social Studies Department Head
Classroom Teacher	Meghan Ullmann	Science Department Head
Classroom Teacher	Courtney Hamon	Math Department Head
Administrator	Alex Cockrell	Counselor
Administrator	Ashley Stephens	Assistant Principal
Administrator	Katie Abalos	Assistant Principal
Administrator	Omar Espitia	Principal

# Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	MTSS Program Resources	6100	\$74,872.00
2	2	1	ELA teacher	6100	\$65,317.00
3	1	1	Counselor	6100	\$72,739.00
3	1	2	General Supplies	6400	\$1,500.00
<b>Sub-Total</b>					\$214,428.00
<b>Budgeted Fund Source Amount</b>					\$2,318,279.00
<b>+/- Difference</b>					<b>\$2,103,851.00</b>
<b>Grand Total Budgeted</b>					\$2,318,279.00
<b>Grand Total Spent</b>					\$214,428.00
<b>+/- Difference</b>					<b>\$2,103,851.00</b>

# 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	Director of Student Services, School Counselors	6/20/2025	Jeff Mann	9/5/2024
Child Abuse and Neglect	Campus Administrators, Director of Human Resources	6/20/2025	Jeff Mann	9/5/2024
Coordinated Health Program	Director of Child Nutrition, Director of Special Programs	6/20/2025	Jeff Mann	9/5/2024
Decision-Making and Planning Policy Evaluation	Assistant Superintendent of Teaching and Learning, Chief of Staff & Leadership, Superintendent	6/20/2025	Jeff Mann	9/5/2024
Disciplinary Alternative Education Program (DAEP)	College View High School Principal, Director of Student Services	6/20/2025	Jeff Mann	9/5/2024
Dropout Prevention	Director of Student Services	6/20/2025	Jeff Mann	9/5/2024
Dyslexia Treatment Program	Executive Director of Special Services	6/20/2025	Jeff Mann	9/5/2024
Title I, Part C Migrant	Director of Special Programs	6/20/2025	Jeff Mann	9/5/2024
Pregnancy Related Services	Director of Special Programs	6/20/2025	Jeff Mann	9/5/2024
Post-Secondary Preparedness	Director of Student Services	6/20/2025	Jeff Mann	9/5/2024
Recruiting Teachers and Paraprofessionals	Director of Human Resources	6/20/2025	Jeff Mann	9/5/2024
Student Welfare: Crisis Intervention Programs and Training	Director of Student Services	6/20/2025	Jeff Mann	9/5/2024
Student Welfare: Discipline/Conflict/Violence Management	Director of Student Services, Campus Administration	6/20/2025	Jeff Mann	9/5/2024
Texas Behavior Support Initiative (TBSI)	Executive Director of Special Services	6/20/2025	Jeff Mann	9/5/2024
Technology Integration	Director of Digital Learning	6/20/2025	Jeff Mann	9/5/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Director of Safety & Risk Management, Superintendent, School Board	6/20/2025	Jeff Mann	9/5/2024