

College Station ISD
College Station Middle School
2024-2025 Campus Improvement Plan

Accountability Rating: C



Mission Statement

College Station Middle School is a community where students are valued, challenged, and prepared for the future.

Vision

All Knights will grow in their capacity to be honest, respectful, responsible, and relentless in their pursuit of becoming the best version of themselves.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

College Station Middle School implemented the Inspire puzzle piece in the 2023-2024 school year in an effort to improve student achievement by motivating teachers and students to fulfill their greatest potential. Teachers and students used formative assessments and goal setting to inspire greatness. This work will move forward with the Connect piece cultivating relationships and bridging new information with prior experiences. Our Professional Learning Community will be given *Roundtable* time in the schedule to plan data driven decisions that highlight connections between prior content and new learning, acknowledge diverse backgrounds through instruction, collaborate with other educators at other levels and other content areas and provide opportunities for learners to develop deep understanding of the content. As a campus our goals are to continue the work increasing Tier 1 instruction, specifically utilizing small group instruction, training and implementing instructional best practices of standards alignment and assessment, and guiding students on how to use informal and formal data to personalize student-led goals and next steps toward academic growth during designated time.

Demographics Strengths

College Station Middle School is a diverse school, serving 600 students. Student demographics are 52% White, 24% Hispanic, 15% African American, 7% Asian. Our students are able to showcase their unique successes in a variety of ways beyond test scores, especially through the extracurricular and cocurricular activities including athletics, fine arts and CTE courses.

The staff at College Station Middle School brings a wealth of experience with an average of 15.1 years in education. College Station Middle School's Professional Learning Committee spent time creating a common vision for our campus. The campus focus is to value students, give them purpose and prepare them for the future. Using our Code of Honor: Respect, Responsibility, Relentlessness and Honesty, and prioritizing Social Emotional Learning.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): MAP data indicate that there are groups of our students, specifically those identified as Special Ed and the ethnic groups of African American and Hispanic are not demonstrating the same academic growth as their peers in other student groups. These achievement gaps are evident in our district STAAR data as well. These same groups of students have the highest rate in discipline referrals. **Root Cause:** Although our teachers do an amazing job of building relationships with students, we are falling short when it comes to helping our African American, Hispanic and Special Education students make connections in their learning-academic and social emotional.

Problem Statement 2 (Prioritized): In 7th Grade Math STAAR 54% of our students failed to meet the passing standard of 43%. **Root Cause:** We have lacked a system of determining MTSS student classification, monitoring, training, and reflection.

Problem Statement 3 (Prioritized): Special Education teachers are not included in grade level planning times. **Root Cause:** Scheduling makes this a challenge as their schedules are full with teaching/student minutes.

Student Learning

Student Learning Summary

CSMS is newly categorized as a Title 1 Campus. Based on our low-SES population, we face a unique set of educational and social-emotional needs. That said, overall we presently match up or fall slightly below the district averages across the board in both MAP and STAAR data ranges.

Student Learning Strengths

Our Knight students excelled in terms of 8th Grade Reading, Math, and Science with 80% or above passing State STAAR Standards.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): In 7th Grade Math STAAR 54% of our students failed to meet the passing standard of 43%. **Root Cause:** We have lacked a system of determining MTSS student classification, monitoring, training, and reflection.

Problem Statement 2 (Prioritized): MAP data indicate that there are groups of our students, specifically those identified as Special Ed and the ethnic groups of African American and Hispanic are not demonstrating the same academic growth as their peers in other student groups. These achievement gaps are evident in our district STAAR data as well. These same groups of students have the highest rate in discipline referrals. **Root Cause:** Although our teachers do an amazing job of building relationships with students, we are falling short when it comes to helping our African American, Hispanic and Special Education students make connections in their learning-academic and social emotional.

Problem Statement 3 (Prioritized): Special Education teachers are not included in grade level planning times. **Root Cause:** Scheduling makes this a challenge as their schedules are full with teaching/student minutes.

School Processes & Programs

School Processes & Programs Summary

College Station Middle School will maintain a strong focus on instruction by regularly analyzing data and making necessary adjustments to benefit and support student growth. For the 2024-2025 school year, the school will prioritize the implementation of Professional Learning Communities (PLCs) and the Character Strong program. Staff will work on enhancing professional learning and utilizing well-designed assessments to guide instruction effectively.

School Processes & Programs Strengths

The teacher workweek is designed to ensure that formal PLC meetings occur frequently, often with the participation of an instructional coach and campus administrator. These meetings allow teachers to plan instruction, assess student progress, and analyze data to improve teaching strategies.

The school also utilizes advisory periods five days a week, focusing on goal setting, Character Strong, Digital Citizenship, and Accelerated Instruction. This structure provides students with opportunities for success and the development of conflict resolution skills. This aspect of the daily schedule will be crucial this year to meet the requirements of HB 1416 for remediation and accelerated instruction.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: College Station Middle School's discipline data indicates that tardiness accounted for 50% of students during advisory periods last year. **Root Cause:** The advisory period was attached to the 4th period, which included lunch. This year, the advisory has been moved to a standalone period to address this issue.

Problem Statement 2: 7th-grade students have performed below average on the Math STAAR assessment.

Problem Statement 3 (Prioritized): In 7th Grade Math STAAR 54% of our students failed to meet the passing standard of 43%. **Root Cause:** We have lacked a system of determining MTSS student classification, monitoring, training, and reflection.

Problem Statement 4 (Prioritized): Behavior referrals have increased, specifically fighting, unwanted physical contact and threats. **Root Cause:** The social and emotional needs of students are changing rapidly, and their conflict resolution skills have declined.

Perceptions

Perceptions Summary

Teachers and Staff at College Station Middle School have a strong belief that holding students accountable to high expectations will result in student success. Our staff members feel that we are a student-centered campus that prioritizes making connections with students and their families. They feel strongly that advisory needs to be structured so all students are receiving the same experiences during this time. Some teachers expressed that they are not getting quality planning time with their teams.

Perceptions Strengths

Our staff believes that we are student centered and family-oriented. We all have similar values and go above and beyond for each other and our students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Special Education teachers are not included in grade level planning times. **Root Cause:** Scheduling makes this a challenge as their schedules are full with teaching/student minutes.

Priority Problem Statements

Problem Statement 1: In 7th Grade Math STAAR 54% of our students failed to meet the passing standard of 43%.

Root Cause 1: We have lacked a system of determining MTSS student classification, monitoring, training, and reflection.

Problem Statement 1 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 2: MAP data indicate that there are groups of our students, specifically those identified as Special Ed and the ethnic groups of African American and Hispanic are not demonstrating the same academic growth as their peers in other student groups. These achievement gaps are evident in our district STAAR data as well. These same groups of students have the highest rate in discipline referrals.

Root Cause 2: Although our teachers do an amazing job of building relationships with students, we are falling short when it comes to helping our African American, Hispanic and Special Education students make connections in their learning-academic and social emotional.

Problem Statement 2 Areas: Demographics - Student Learning

Problem Statement 3: Special Education teachers are not included in grade level planning times.

Root Cause 3: Scheduling makes this a challenge as their schedules are full with teaching/student minutes.

Problem Statement 3 Areas: Demographics - Student Learning - Perceptions

Problem Statement 4: Behavior referrals have increased, specifically fighting, unwanted physical contact and threats.

Root Cause 4: The social and emotional needs of students are changing rapidly, and their conflict resolution skills have declined.

Problem Statement 4 Areas: School Processes & Programs

Goals


Revised/Approved: April 16, 2024


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


Performance Objective 1: By the end of the year we will increase the number of students who score at least approaches on STAAR 7th Grade Math from 46% to 60%.


Evaluation Data Sources: ongoing formative/summative assessments and intervention data, STAAR data and MAP BOY and MOY

Strategy 1 Details	Reviews			
<p>Strategy 1: Implementation of targeted daily small-group interventions utilizing data from formative/summative assessments.</p> <p>Strategy's Expected Result/Impact: Teachers will have more real-time experience individualizing instruction tailored to the struggling students' specific needs thereby increasing skills, assessment scores, and overall confidence in their abilities.</p> <p>Staff Responsible for Monitoring: Math Team members/Admin Team, specifically Math IA and MTSS Coordinator</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2 - Student Learning 1 - School Processes & Programs 3</p> <p>Funding Sources: MTSS Program Costs - 211 Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: In 7th Grade Math STAAR 54% of our students failed to meet the passing standard of 43%. **Root Cause:** We have lacked a system of determining MTSS student classification, monitoring, training, and reflection.

Student Learning

Problem Statement 1: In 7th Grade Math STAAR 54% of our students failed to meet the passing standard of 43%. **Root Cause:** We have lacked a system of determining MTSS student classification, monitoring, training, and reflection.





School Processes & Programs

Problem Statement 3: In 7th Grade Math STAAR 54% of our students failed to meet the passing standard of 43%. **Root Cause:** We have lacked a system of determining MTSS student classification, monitoring, training, and reflection.

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

Performance Objective 2: The master schedule will allow time for the core teachers to meet twice weekly as a professional learning community in order to enhance effective instructional practices.

Strategy 1 Details	Reviews			
<p>Strategy 1: The 2024-2025 master schedule will have conference times in core at the same time. Teachers will choose one day a week to meet in addition to a set session once a week.</p> <p>Strategy's Expected Result/Impact: Teachers and instructional coaches will have two scheduled times to plan per week.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3 - Student Learning 3 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 3: Special Education teachers are not included in grade level planning times. Root Cause: Scheduling makes this a challenge as their schedules are full with teaching/student minutes.</p>
Student Learning
<p>Problem Statement 3: Special Education teachers are not included in grade level planning times. Root Cause: Scheduling makes this a challenge as their schedules are full with teaching/student minutes.</p>
Perceptions
<p>Problem Statement 1: Special Education teachers are not included in grade level planning times. Root Cause: Scheduling makes this a challenge as their schedules are full with teaching/student minutes.</p>

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

Performance Objective 3: Increase relevance of advisory structure and content to support student goal setting and character education.

Evaluation Data Sources: Student and Staff Surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: During advisory students will learn how to create a SMART goal. Teachers and students will work together to set and monitor a targeted goal to increase student achievement.</p> <p>Strategy's Expected Result/Impact: Students will assess their current reality by setting goals and monitor their own data.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will be taught lesson from Character Strong twice a week.</p> <p>Strategy's Expected Result/Impact: Students and teachers will have a designated time weekly to do Character Strong.</p> <p>Staff Responsible for Monitoring: Counselor, Teachers</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 4</p>	Formative			Summative
	Nov	Jan	Mar	June
<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 3 Problem Statements:

Demographics

Problem Statement 1: MAP data indicate that there are groups of our students, specifically those identified as Special Ed and the ethnic groups of African American and Hispanic are not demonstrating the same academic growth as their peers in other student groups. These achievement gaps are evident in our district STAAR data as well. These same groups of students have the highest rate in discipline referrals. **Root Cause:** Although our teachers do an amazing job of building relationships with students, we are falling short when it comes to helping our African American, Hispanic and Special Education students make connections in their learning-academic and social emotional.

Student Learning

Problem Statement 2: MAP data indicate that there are groups of our students, specifically those identified as Special Ed and the ethnic groups of African American and Hispanic are not demonstrating the same academic growth as their peers in other student groups. These achievement gaps are evident in our district STAAR data as well. These same groups of students have the highest rate in discipline referrals. **Root Cause:** Although our teachers do an amazing job of building relationships with students, we are falling short when it comes to helping our African American, Hispanic and Special Education students make connections in their learning-academic and social emotional.

School Processes & Programs


Problem Statement 4: Behavior referrals have increased, specifically fighting, unwanted physical contact and threats. **Root Cause:** The social and emotional needs of students are changing rapidly, and their conflict resolution skills have declined.


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


Performance Objective 1: Implement MTSS practices for reading, math and behavior that is aligned with CSISD policy.


Evaluation Data Sources: Formative assessment, MAP, STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Create and establish a MTSS team to assist to provide support, gather feedback, use data, provide an action plan.</p> <p>Strategy's Expected Result/Impact: The MTSS coordinator will work with teachers to monitor students in Tier 1, 2 and 3.</p> <p>Staff Responsible for Monitoring: MTSS Coordinator, Assistant Principals, Counselor, Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 2</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:





Demographics
<p>Problem Statement 1: MAP data indicate that there are groups of our students, specifically those identified as Special Ed and the ethnic groups of African American and Hispanic are not demonstrating the same academic growth as their peers in other student groups. These achievement gaps are evident in our district STAAR data as well. These same groups of students have the highest rate in discipline referrals. Root Cause: Although our teachers do an amazing job of building relationships with students, we are falling short when it comes to helping our African American, Hispanic and Special Education students make connections in their learning-academic and social emotional.</p>
Student Learning
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Goal 2: CSISD will elevate academic outcomes of historically underperforming student groups.

Performance Objective 2: Train and provide ongoing support for behavioral intervention in Tier 1 through campus-wide behavior expectations, classroom management, and positive behavior intervention and support (PBIS).

Evaluation Data Sources: Formative assessments, summative assessments, MAP, STAAR, PEIMS (discipline referrals, attendance)

Strategy 1 Details	Reviews			
<p>Strategy 1: Train the guiding coalition in Behavior Solutions, implement common language regarding expectations. ie... CHAMPS, HERO, and Restorative Practice.</p> <p>Strategy's Expected Result/Impact: Students to self regulate emotions and communicated their feeling appropriately.</p> <p>Staff Responsible for Monitoring: Administrators, Counselor, MTSS Coordinator</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 4</p>	Formative			Summative
	Nov	Jan	Mar	June





 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
<p>Problem Statement 4: Behavior referrals have increased, specifically fighting, unwanted physical contact and threats. Root Cause: The social and emotional needs of students are changing rapidly, and their conflict resolution skills have declined.</p>

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

Performance Objective 1: Expand parent involvement with evening events and increase parent communication.





Strategy 1 Details	Reviews			
<p>Strategy 1: Host two parent involvement activities in the fall and two in the spring with community invited as well. Strategy's Expected Result/Impact: More parents and families will join us during after school events. Staff Responsible for Monitoring: All Staff</p> <p>Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 4</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Demographics
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Student Learning
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School Processes & Programs
<p>Problem Statement 4: Behavior referrals have increased, specifically fighting, unwanted physical contact and threats. Root Cause: The social and emotional needs of students are changing rapidly, and their conflict resolution skills have declined.</p>

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

Performance Objective 1: All staff will participate in professional learning communities to increase technology into instructional best practices weekly.

Strategy 1 Details	Reviews			
<p>Strategy 1: Collaborate with the Digital Learning Ambassador and Digital Learning Coordinator to plan digital learning experiences for students, purposefully and appropriately.</p> <p>Strategy's Expected Result/Impact: Teacher will implement technology into their lessons.</p> <p>Staff Responsible for Monitoring: Administrators and DLA</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 3</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

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Student Learning
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Student Learning

Problem Statement 2: MAP data indicate that there are groups of our students, specifically those identified as Special Ed and the ethnic groups of African American and Hispanic are not demonstrating the same academic growth as their peers in other student groups. These achievement gaps are evident in our district STAAR data as well. These same groups of students have the highest rate in discipline referrals. **Root Cause:** Although our teachers do an amazing job of building relationships with students, we are falling short when it comes to helping our African American, Hispanic and Special Education students make connections in their learning-academic and social emotional.

School Processes & Programs

Problem Statement 3: In 7th Grade Math STAAR 54% of our students failed to meet the passing standard of 43%. **Root Cause:** We have lacked a system of determining MTSS student classification, monitoring, training, and reflection.

Title I

1.1: Comprehensive Needs Assessment

College Station Middle School 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 opportunities for growth prioritized during our Campus Needs Assessment (CNA) process, College Station Middle School 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

College Station Middle School 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

College Station Middle School 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

College Station Middle School 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)
- Extended Learning Time through Afterschool Tutorials
- School-Wide Intervention Time from Grade-Level Teachers

2.5: Increased learning time and well-rounded education

College Station Middle School 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

College Station Middle School 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 Reading, Math and Science and Social Studies
- Instructional Interventions and Extensions in Reading, Math and Science and Social Studies
- In-Class Support Services
- Instructional Support for Teachers with Campus Instructional Coaches

3.1: Annually evaluate the schoolwide plan

College Station Middle School 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, College Station Middle School 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

College Station Middle School offers various family engagement activities, including flexible times and days of the week. In addition, the College Station Middle School distributes information regarding family engagement opportunities and required notices in a format and language that families can understand. (English and Spanish).

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Anaissa Parmer	Instructional Assistant	Title I	1
Brandy Lackey	MTSS Instructional Coach	Title I	1

Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	MTSS Program Costs		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$216,752.00
+/- Difference					\$216,752.00
Grand Total Budgeted					\$216,752.00
Grand Total Spent					\$0.00
+/- Difference					\$216,752.00

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