

BULLARD ISD

Bullard ISD District Improvement Plan 2024-25 2024/2025

Empower Today • Embrace Tomorrow



Contact Information
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BULLARD ISD

Mission

Bullard ISD:

- ~ Building Relationships*
- ~ Inspiring Learning*
- ~ Serving our Community*
- ~ Developing Character*

Vision

Where every student is uniquely prepared for their future

Values:

- Building a strong and inclusive community*
- Cultivating every student's unique potential*
- Providing future-focused and growth-minded opportunities*
 - Developing meaningful relationships*
- Achieving excellence through exceptional programs*
- Modeling integrity, character, and service leadership*
- Fostering safe and caring learning environments*

Nondiscrimination Notice

BULLARD ISD does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

BULLARD ISD Site Base

Name	Position
Albritton, Jodie	Middle School Principal
Allen, Stephanie	Teacher (PS)
Barkemeyer, Melanie	Instructional Coach
Bentley, Chad	High School Principal
Bickerstaff, Amy	Elementary School Principal
Brannen, Angela	Teacher (ES)
Brooks, Philip	Teacher (HS)
Brown, Scott	Community Member
Callaway, Scott	Athletic Director
Carlile, Jennifer	Instructional Coach
Clark, Jody	Lead Counselor
Conner, Cheryl	Bullard Middle School Counselor
Dean, Heather	Teacher
Dixon, John	Coordinator of Alternative Education
Dixon, Nanci	BIS Assistant Principal
Dorsey, Jennifer	Teacher (HS)
Dover, Kenley	Construction Specialist
Flores, Melissa	Parent
Flores, Will	Parent
Flowers, Sean	Intermediate School Principal
Frederick, Pam	Community Member
Goode, Amanda	BEC/BPS Principal
Goode, Jake	Bullard Middle School Assistant Principal
Harris, Meagan	Teacher
Haynes, Kristin	BES Assistant Principal
Hendrix, Cheryl	Assistant Superintendent
Hendrix, Pat	Director of Safety/Chief of Police

BULLARD ISD Site Base

Name	Position
Herring, Braden	Technology Director
Hill, Jan	Community Member, Grandparent
Hill, Jenise	PEIMS Director
Holt, Christina	Teacher (BEC)
Hyde, Taylor	RTI - Bullard Early Childhood
Killian, Charla	Counselor
Jackson, Denise	Curriculum Specialist
Jordan, Gary	Fine Arts Director
Langston, Cheryl	ESL District Lead Teacher
Lee, Jack	Superintendent
Lee, Jessica	Curriculum Director
Lee, Terra	Teacher
Martin, Story	Community and Business Member
Mckeethan, Amy	Teacher (HS)
Morris, Doug	Community Member and Parent
O'bannon, Kimberly	Curriculum Specialist
Pace, Jessica	Lead Nurse
Paddack, Susan	Instructional Coach
Pawlak, Amy	Director of Public Relations
Peters, Angie	BPS Counselor
Pinkerton, Shelley	Special Education Director
Pratt, Kathryn	BHS Assistant Principal
Ridgley, Laurissa	Primary School Assistant Principal
Saali, Starla	Teacher
Sleeper, Lee	Director of Operations
Starks, Ramsey	Chief Financial Officer
Stewart, Merritt	Teacher

BULLARD ISD Site Base

Name	Position
Stinson, Angie	District Reading Academy Coordinator
Swinney, Brandy	Teacher (ES)
Sutton, CB	Parent
Taylor, Eboni	District Police Officer
Ventress, Monica	Bullard Early Childhood Assistant Principal
Walker, Lana	Parent
Whitehead, Jennifer	Teacher
Wilburn, Kimberly	Business/Community

Comprehensive Needs Assessment

School Culture and Climate

School Culture and Climate Data Sources

Attendance
CTE Cluster
Drop-out Rates
Extra Curricular Participation
Program Evaluations

School Culture and Climate Strengths

- Family Engagement Activities
- School Programs and Activities
- Next Step
- Advanced Placement Courses
- CTE Department
- Student Participation
- Parent Communication
- Technology/1:1 Initiative

School Culture and Climate Summary

Bullard ISD offers students opportunities for school engagement through multiple resources. Bullard ISD has a culture of high achievement in extra-curricular activities. The district offers programs through Fine Arts such as choir, band, drill team, dance teams, pom squad, twirling, theatre, and art. Students are also given the opportunity to participate in athletic events such as cross country, track, volleyball, football, soccer, basketball, fishing, cheerleading, softball, powerlifting, golf, tennis and summer athletic programs.

Students are encouraged to become involved in campus activities such as National Honor Society, Advanced Placement Courses, National Junior Honor Society, Academic Clubs and various other offerings that will enhance their ownership in campus life.

During middle school and high school, students have the option of becoming involved in the district Career and Technology programs. Some of the choices for CTE are: Agriculture, Food and Natural Resources; Arts, A/V Technology and Communication; Business Management and Administration; Career Development; Education and Training; Health Science; Hospitality and Tourism; Information Technology and Architecture.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Data Sources

Curriculum Consultants
Professional Development
Promotion/Retention Rates
STAAR
STAAR EOC

Staff Quality, Recruitment and Retention Summary

All teachers in Bullard ISD meet minimum state certification standards. The district seeks to retain our teachers and hire only the most qualified. The district offers support for our teachers in a variety of ways. Campuses engage in PLC and data meetings to collaborate and work with members of the curriculum department to improve their instruction and implement new strategies. The Reading Cohort specialist also uses data from Reading Academies and classroom observations to determine needs for professional development in grades K-3. The district is working diligently to ensure horizontal and vertical alignment PreK - 12. Professional development is offered by Region 7, state conferences, the Bullard Curriculum Department and other outside consultants. Bullard ISD Curriculum department supports teachers through on campus meetings, creation of resources, coaching teachers, providing professional development, team teaching or model teaching lessons and reaching out to teachers to inquire if they need support. Core content areas have common planning time or PLC time to analyze data and coordinate lessons. For retention, staff are given retention bonuses. The Human Resource Department and Finance Department have worked to restructure the salary schedule to increase teacher salaries. Stipends are offered in high needs areas, including Foreign Language, Math, Science, CTE and Special Education. The district has implemented the R.I.S.E. program to support new teachers for their first 3 years of employment with the district.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Data Sources

CLI-PK
Curriculum Consultants
DMAC
iStation
Local Assessment Data

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Data Sources (Continued)

MAP Progress Monitoring
OnData Suite
Professional Development
RTI Data
STAAR
STAAR EOC
TELPAS
TPRI
TX-KEA
Walkthroughs

Curriculum, Instruction and Assessment Summary

Bullard ISD has a number of strengths in Curriculum and Assessment. The district requires each campus to complete academic check points and data analysis groups on a regular and scheduled basis. Teachers are given opportunities throughout the year to pursue staff development through local, state and regional offerings. Title II funds are used to support the ongoing professional growth for teachers and principals.

The district continues to offer daily support for our teachers and staff through collaboration with the following positions:

- Curriculum Director
- Special Education and 504 Director
- Reading Cohort Specialist
- Curriculum Specialists
- Curriculum Coaches

Family and Community Involvement

Family and Community Involvement Data Sources

Community Input
Director of Public Relations
Federal Program Guidelines
Parental Involvement Policy

Comprehensive Needs Assessment

Family and Community Involvement Data Sources (Continued)

Staff/Parents/Community/ Business members involved w/SBDM

Family and Community Involvement Strengths

- Community and parent support
- Communication with parents and the community
- Campus/district opportunities for parent and family engagement

Family and Community Involvement Summary

Bullard ISD offers families and the community the opportunity to participate in district/campus activities in a variety of ways, including, but not limited to the following:

- Parent Square
- Bullard ISD webpage
- Facebook
- Panther Partners
- Meet the Teacher
- Family Information Nights
- ESL Family Nights
- Title I Campus Meetings
- FAFSA Information Night
- Parent Skyward Access
- PTO
- Booster Clubs
- Student Mentor Program
- CTCU
- Hospitality ER
- Bullard Education Foundation
- Children's Advocacy Center of Smith County
- Campus Grandparent Days
- Campus Holiday Celebrations

Bullard ISD continues to seek new and innovative ways to involve our families and community in the daily activities of the district.

Comprehensive Needs Assessment

School Context and Organization

School Context and Organization Strengths

- School safety and focusing on SEL and mental health resources
- Parent/Community involvement
- Student Advisory Committee
- Partnership with the Children's Advocacy Center
- Partnership with Next Step

Technology

Technology Strengths

- 1:1 initiative for grades 3- 12
- Online testing district wide
- High quality service from the IT department
- Consistently working toward improving cybersecurity

Technology Weaknesses

Technology Summary

Bullard ISD offers a variety of technology resources to students at all grade levels. Bullard Early Childhood and Bullard Primary School have access to computer labs, Chromebook carts and iPad carts, Bullard Elementary School and Bullard Intermediate School are 1:1 with Chromebook carts in all core classrooms, and Bullard Middle School and Bullard High School provide 1:1 Chromebooks to all students. All classrooms are outfitted with fast internet access, interactive whiteboards and document cameras.

BULLARD ISD

Goal 1. (Curriculum and Instruction) Provide the district with a supportive and exceptional Curriculum and Instruction Department.

Objective 1. (Attendance Rate) Increase attendance rates for all students within BISD to 97% or above.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ongoing monitoring of attendance reports. The district will require each campus to have systems for monitoring attendance. (Title I SW Elements: 1.1,3.1) (Target Group: All) (Strategic Priorities: 2)	Director of PEIMS, Principals, Superintendent(s)	Per Campus C.I.P.	(L)Attendance Reports, (L)PEIMS Data, (L)Student Handbook	11/15/24 - On Track 10/01/24 - Pending
2. Continue to monitor district wide truancy prevention plan to increase student attendance. (Title I SW Elements: 1.1,2.6) (Target Group: All) (Strategic Priorities: 2)	Campus Attendance Clerk, Campus Attendance Committee, Principals, Superintendent(s)	Six weeks reporting periods	(L)Attendance Reports, (L)Skyward	11/15/24 - Some Progress 10/01/24 - Pending

BULLARD ISD

Goal 1. (Curriculum and Instruction) Provide the district with a supportive and exceptional Curriculum and Instruction Department.

Objective 2. (Academic Performance) Increase the performance for all students and all demographic groups in English Language Arts and/or Reading, Mathematics, Science and Social Studies.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure all teachers are trained on MTSS. (Title I SW Elements: 1.1,2.5,2.6,3.1) (Target Group: All) (Strategic Priorities: 2)	Director of Special Education and 504, District Curriculum Director	2024-2025 School Year	(F)Title IIA Principal and Teacher Improvement, (L)Region 7 ESC	10/01/24 - On Track
2. Seek and provide opportunities for RLA, math, science and social studies teachers to attend professional development. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2)	Assistant Superintendent(s), Director of Special Education and 504, District Curriculum Director, Principals	2024-2025 School Year	(F)Title IIA Principal and Teacher Improvement, (L)Local Professional Development, (L)Professional Development, (L)Region 7 ESC, (L)Webinars	10/01/24 - On Track
3. Support differentiated instruction in reading, writing, math, science and social studies for all students including students in special programs such as dyslexia, special education, gifted and talented, ESL, 504 and at risk. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2)	Curriculum Team Members, Director of Special Education and 504, District Curriculum Director, Principals, Superintendent(s)	Daily	(F)Title IIA Principal and Teacher Improvement, (L)Checkpoints, (L)DMAC, (L)Instructional Coaching, (L)Professional Development, (L)Report Cards, (S)STAAR, (S)TELPAS	10/01/24 - On Track
4. Continue and update training for core content teachers in TEKS Resource System. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 2)	Curriculum Team Members, Principals	2024-2025 School Year	(F)Title IIA Principal and Teacher Improvement, (L)Region 7 ESC	10/01/24 - On Track
5. Ensure that all evaluators are T-TESS certified and continue T-TESS calibration training and practice for all evaluators. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 2)	Assistant Superintendent	2024-2025 School Year	(L)Kreuz Consulting Group, LLC, (L)Region 7 ESC	10/01/24 - On Track
6. Hold district data meetings with district and campus administration and curriculum department team members. (Target Group: All)	District Curriculum Director, District Curriculum Specialists, Principals, Superintendent(s)	2024-2025 School Year		10/01/24 - On Track
7. The district will monitor and support the CTE programs with the use of the Carl Perkins Federal Grant. (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 3)	Assistant Superintendent, Chief Financial Officer	2024-2025 School Year	(F)Carl Perkins	11/15/24 - Some Progress 10/01/24 - No Progress

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Goal 1. (Curriculum and Instruction) Provide the district with a supportive and exceptional Curriculum and Instruction Department.

Objective 3. (College, Career and Military Readiness) Ensure all students meet College, Career and Military Readiness requirements

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Support the high school counselors and campus administration in monitoring CCMR data. (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 3)	Assistant Superintendent, Counselor(s), Principals	2024-2025 School Year	(L)Lead4ward, (L)PEIMS Data, (L)Region 7 ESC, (S)CCMR	10/01/24 - On Track
2. Provide support to the high school administrators/counselors in seeking additional career pathways to expand our CTE opportunities for students. (Target Group: 7th ,8th,9th,10th,11th,12th) (Strategic Priorities: 3)	Assistant Principal(s), Assistant Superintendent, Principals	2024-2025 School Year	(L)Region 7 ESC	10/04/24 - On Track

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Goal 1. (Curriculum and Instruction) Provide the district with a supportive and exceptional Curriculum and Instruction Department.

Objective 4. (Special Education) Special Education: Increase progress measures on STAAR assessments for all special education students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue to provide instructional support and updates to special education teachers in specially designed instruction of TEKS Resource System. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: SPED) (Strategic Priorities: 2)	Curriculum Team, Director of Special Education and 504	Fall 2024	(L)Region 7 ESC	Criteria: Sign-in sheets for Reading Academy Sign-in sheets for curriculum department training Certificates of attendance from Region 7 Student progress monitoring 10/01/24 - On Track
2. Provide guidelines and support to campuses to implement effective inclusion. (Title I SW Elements: 2.2,2.6) (Target Group: SPED) (Strategic Priorities: 2)	Director of Special Education and 504, District Curriculum Director, District Curriculum Specialists, Principals	2024-2025 School Year	(L)Checkpoints, (L)Lesson Plans, (L)Local Professional Development, (L)Region 7 ESC	Criteria: Sign in sheets for training Certificates for training Student progress monitoring ARD committee deliberations 10/01/24 - Some Progress
3. Continue training for general education teachers on research based strategies on teaching students with disabilities. (Title I SW Elements: 2.5) (Target Group: SPED,Dys,504) (Strategic Priorities: 1,2)	Director of Special Education and 504, District Curriculum Director, District Curriculum Specialists	2024-2025 School Year	(L)Professional Development, (L)Region 7 ESC	Criteria: Sign in sheets for professional development Student progress monitoring 10/01/24 - Some Progress
4. Continue training for Reading by Design, Unique Learning Systems, and ABLLS. (Target Group: SPED,Dys)	Director of Special Education and 504	2024-2025 School Year		10/01/24 - On Track

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Goal 1. (Curriculum and Instruction) Provide the district with a supportive and exceptional Curriculum and Instruction Department.

Objective 5. (G/T) GT: Evaluate, improve and broaden the gifted and talented program and students impacted.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue providing parents with information on eligibility, curriculum, learning opportunities, policies and annual program evaluation. (Title I SW Elements: 3.1) (Target Group: GT)	Assistant Superintendent, Counselor(s), GT Teachers, Principals	2024-2025 School Year	(L)BISD Policy and Procedures, (L)Region 7 ESC, (L)Webpage	10/01/24 - Pending
2. Utilize the Texas Performance Standards Projects in G/T pull out classes. (Target Group: GT,K,1st,2nd,3rd,4th)	Counselor(s), GT Teachers, Principals	2024-2025 School Year		10/01/24 - On Track
3. Update the district GT Handbook when released by TEA. (Target Group: GT)	Assistant Superintendent	Fall 2024		10/01/24 - Pending

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Goal 1. (Curriculum and Instruction) Provide the district with a supportive and exceptional Curriculum and Instruction Department.

Objective 6. (ESL) ESL: BISD will continue to serve all eligible students for the ESL program at each grade level.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monitor communication between regular education and ESL teachers to develop language acquisition strategies for identified ESL students. (Title I SW Elements: 1.1,2.5,2.6,3.1) (Target Group: ESL) (Strategic Priorities: 2)	ESL District Lead, ESL Teachers, Principals, Teacher(s)	2024-2025 School Year	(L)ESL Lead Teacher, (L)ESL Teachers, (L)Teachers	10/01/24 - On Track 05/28/24 - Completed (S)
2. Monitor ESL student progress toward successful performance on TELPAS and STAAR. (Title I SW Elements: 1.1,2.4,2.5,2.6) (Target Group: ESL) (Strategic Priorities: 2)	ESL District Lead, ESL Teachers, Principals, Teacher(s)	2024-2025 School Year	(L)DMAC, (L)ESL Teachers, (L)Teachers, (L)TELPAS Academy	10/01/24 - On Track 05/28/24 - Completed (S)
3. Schedule district events to support parent and family engagement. (Title I SW Elements: 3.1) (Target Group: ESL)	ESL District Lead, Principals	2024-2025 School Year	(S)ESL State Funding Allocation	10/01/24 - On Track 05/28/24 - Completed (S)
4. Provide targeted support and intervention to ESL students before the TELPAS test. (Title I SW Elements: 2.2,2.6) (Target Group: ESL)	ESL District Lead, ESL Teachers	2024-2025 School Year	(L)ESL Lead Teacher, (L)ESL Progress Reports, (L)ESL Teachers	11/15/24 - On Track 10/01/24 - No Progress

BULLARD ISD

Goal 1. (Curriculum and Instruction) Provide the district with a supportive and exceptional Curriculum and Instruction Department.

Objective 7. (Dyslexia) Dyslexia: BISD will continue to identify and serve all eligible students for the Dyslexia program at each grade level.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monitor district systems of dyslexia identification. (Target Group: All)	Diagnosticians, Director of Special Education and 504	2024-2025 School Year	(O)District Dyslexia Handbook	10/01/24 - On Track
2. Update the district Dyslexia Handbook per the state required updates. (Target Group: All)	Director of Special Education and 504	Fall 2024	(S)TEA guidelines/website, (S)TEA Materials	10/01/24 - Significant Progress

BULLARD ISD

Goal 1. (Curriculum and Instruction) Provide the district with a supportive and exceptional Curriculum and Instruction Department.

Objective 8. (Implementing Texas Reading Academies) Implementing Texas Reading Academies

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. In correspondence to HB3, all new K-3 teachers will be required to have completed the Texas Reading Academy Certification or complete it within their first year of employment with Bullard ISD. (Target Group: K,1st,2nd,3rd)	Reading Cohort Specialist	2024-2025 School Year	(L)Texas Reading Academy Modules	10/01/24 - On Track
2. All new K-12 Life Skills and Resource teachers, Pre-K, and 4th grade teachers new to the district will complete their Texas Reading Academy Certification to ensure student reading success across all grade levels. (Target Group: SPED,PRES K,4th)	Reading Cohort Specialist	2024-2025 School Year	(L)Texas Reading Academy Modules	10/01/24 - On Track

BULLARD ISD

Goal 1. (Curriculum and Instruction) Provide the district with a supportive and exceptional Curriculum and Instruction Department.

Objective 9. (Federal Funding) Title I Use of Funds

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. BISD will continue to use Title I funding for payroll for RTI Math and Reading teachers in grades PK - 4. (Target Group: PRE K,K,1st,2nd,3rd,4th) (Strategic Priorities: 2)	Assistant Superintendent, Superintendent(s)	2024-2025 School Year	(F)Title I	10/03/24 - On Track
2. BISD will allot a portion of Title I funds to be used for supplies for Parent and Family Engagement Activities for grades PK - 4. (Target Group: PRE K,K,1st,2nd,3rd,4th) (Strategic Priorities: 2)	Assistant Superintendent, Principals	2024-2025 School Year	(F)Title I	10/03/24 - On Track
3. BISD will continued to be offered to all compuses for the purpose of providing all students access to a well-rounded education, improving school conditions for student learning and improving the use of technology to improve academic outcomes and digital literacy of students. (Target Group: All)	Assistant Superintendent	2024-2025 School Year	(F)Title IV	11/15/24 - On Track 10/03/24 - Pending
4. BISD will use Title II funds to pay for BLUE Jean Educational Consulting for all campus administrators and teachers. (Target Group: All) (Strategic Priorities: 1)	Superintendent(s)	2024-2025 School Year	(F)Title IIA Principal and Teacher Improvement	11/15/24 - Some Progress
5. BISD will use Title II funds for the purpose of Professional Development for campus principals and teachers contracting with BLUE Jean Educational Consulting. (Target Group: All)	Superintendent(s)	2024-2025 School Year	(F)Title IIA Principal and Teacher Improvement	11/19/24 - On Track

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Goal 2. (Communication) Communicate and collaborate with all stakeholders.

Objective 1. (Parent and Family Engagement) Encourage and increase student, parent and community involvement throughout the district, specially Title I campuses. Title I campuses will meet all of ESSA and TEA Parent and Family Engagement Requirements.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Develop and implement a student survey to measure student need/choice in courses and programs. (Title I SW Elements: 1.1,2.1,3.1) (Target Group: 7th ,8th,9th,10th,11th,12th)	Assistant Superintendent(s), Principals, Public Relations Coordinator	2024-2025 School Year	(L)Surveys, (O)Public Relations Coordinator	11/15/24 - Pending 10/04/24 - Pending
2. Support and monitor Title I campuses with Parent and Family Engagement Requirements. (Target Group: PRE K,K,1st,2nd,3rd,4th)	Assistant Superintendent(s)	2024-2025 School Year	(F)ESSA, (F)Title I	10/04/24 - On Track
3. Conduct an annual stakeholder satisfaction survey for communications.	Assistant Superintendent, Public Relations Coordinator	2024-2025 School Year		11/15/24 - Pending

BULLARD ISD

Goal 3. (Technology) Transform through technology

Objective 1. (Technology Updates) Support technology integration on all campuses.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Replace district technology devices as determined by the district replacement plan. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 3)	Director of Technology, Technology Staff	2024-2025 School Year	(F)Chief Financial Officer, (L)District funding 410	10/01/24 - Significant Progress
2. Continue to update inventory that identifies the district's current technology available for student use. (Target Group: All)	Technology Director	2024-2025 School Year	(L)Technology Staff	10/04/24 - On Track

BULLARD ISD

Goal 3. (Technology) Transform through technology

Objective 2. (Technology Access) Increase student access to current technologies and learning resources.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Conduct a needs assessment that identifies the resources and instructional technology staff needed to implement curriculum goals and objectives. (Target Group: All)	Director of Technology, District Curriculum Director	2024-2025 School Year	(L)Curriculum Staff, (L)Surveys, (L)Technology Staff	10/01/24 - Some Progress
2. Network evaluation to determine security and connectivity needs. (Target Group: All)	Director of Technology, Technology Staff	2024-2025 School Year		10/02/24 - Some Progress
3. Create a cybersecurity response plan for Bullard ISD. (Target Group: All)	Campus and district administrators, Superintendent(s), Technology Director, Technology Staff	2024-2025 School Year		10/02/24 - Completed
4. Create a district-wide technology advisory committee. (Target Group: All)	Superintendent(s), Technology Director, Technology Staff	2024-2025 School Year	(L)Technology Director, (L)Technology Staff	10/02/24 - No Progress
5. Update current technology and classroom infrastructure. (Target Group: All)	Director of Technology	2024-2025 School Year		11/15/24 - Some Progress

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Goal 3. (Technology) Transform through technology

Objective 3. (Security) Enhance student safety online and create a cyber security plan.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement a user-based authorization system. (Target Group: All)	Technology Director, Technology Staff	2024-2025 School Year	(L)Technology Director, (L)Technology Staff	10/02/24 - Some Progress
2. Update content filter needs for district access. (Target Group: All)	Technology Director, Technology Staff	2024-2025 School Year	(L)Technology Director, (L)Technology Staff	10/02/24 - On Track
3. Implement a program to monitor student activity within the classroom. (Target Group: All)	Director of Technology	2024-2025 School Year		11/15/24 - On Track

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Goal 3. (Technology) Transform through technology

Objective 4. (Technology Integration) Integrate technology based on curricular programs to enhance student achievement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize Google Suite programming to facilitate classwork and collaboration between teachers and students. (Target Group: All)	Director of Technology, District Curriculum Director	2024-2025 School Year	(L)Google Classroom	11/15/24 - On Track
2. Utilize data-driven software to individualize student learning plans and monitor student progress. (Target Group: All)	Director of Technology, Principals	2024-2025 School Year		11/15/24 - On Track

BULLARD ISD

Goal 4. (Provide safe, secure and healthy learning environments.) Provide safe, secure and healthy learning environments.

Objective 1. (Provide a Safe Environment) Maintain a safe environment for students and staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue safety related training based on the Standard Response Protocol as recommended by the Texas School Safety Center. (Target Group: All)	BISD Police Department, Director of Security and Safety, Principals	2024-2025 School Year	(L)ALICE, (L)Texas School Safety Center, (S)TASB	10/01/24 - On Track
2. Train all new staff on stop-the-bleed and CPR. (Target Group: All)	Director of Security and Safety	2024-2025 School Year		11/15/24 - On Track 10/01/24 - Completed
3. Handle with Care Training: Selected staff members from each campus will receive Handle with Care training for verbal de-escalation and physical intervention for students in crisis. (Target Group: SPED)	Director of Special Education and 504	Fall 2024	(L)Handle With Care	11/15/24 - On Track 10/02/24 - Completed
4. Train staff and students on STOP IT reporting		2024-2025 School Year		11/15/24 - Completed
5. Monitor online activity through Lightspeed and Go Guardian. (Target Group: All)	Campus and district administrators	2024-2025 School Year		11/15/24 - Some Progress

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Goal 4. (Provide safe, secure and healthy learning environments.) Provide safe, secure and healthy learning environments.

Objective 2. (Security of Buildings) Secure all buildings.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Maintain, update or add video surveillance camera systems as needed. (Target Group: All)	Director of Security and Safety, Director of Technology	2024-2025 School Year	(L)Local funding	10/01/24 - On Track
2. Instillation of 6 foot non-scalable fencing enclosing all campuses. (Target Group: All)	Director of Security and Safety	2024-2025 School Year		10/02/24 - On Track
3. Establish and maintain working relationships with local law enforcement agencies. (Target Group: All)	BISD Chief of Police	2024-2025 School Year		10/02/24 - On Track

BULLARD ISD

Goal 4. (Provide safe, secure and healthy learning environments.) Provide safe, secure and healthy learning environments.

Objective 3. (Mental Health) BISD will put in place best practices to promote mental health awareness.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue to provide students with Next Step Counseling. (Title I SW Elements: 1.1,2.2,2.3,2.6) (Target Group: All)	Counselor(s), Principals	2024-2025 School Year	(S)Local Funds	10/01/24 - On Track
2. Provide training and development on the SEL district/campus expectations. (Target Group: All)	Counselor(s)	2024-2025 School Year	(F)Title IV Safe and Drug Free, (L)Guidance Sessions, (L)Online Curriculum, (S)Local Funds	10/01/24 - On Track
3. The district shall adopt and implement a policy requiring the integration of trauma-informed practices in each school environment and the training of all campus employees. FFBA(LOCAL) (Target Group: All)	Principals, Superintendent(s)	2024-2025 School Year	(O)Child Advocacy Center	10/02/24 - Pending
4. Establish behavior management teams and provide training.	Director of Special Education and 504, Superintendent(s)	2024-2025		11/15/24 - Some Progress

BULLARD ISD

Goal 4. (Provide safe, secure and healthy learning environments.) Provide safe, secure and healthy learning environments.

Objective 4. (SB 1707) BISD will adhere to the requirements of SB 1707

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Bullard Police Department will follow the guidelines set forth by SB 1707. (Target Group: All)	District Police Chief	2024-2025 School Year	(L)Texas Commission on Law Enforcment	10/01/24 - On Track

BULLARD ISD

Goal 4. (Provide safe, secure and healthy learning environments.) Provide safe, secure and healthy learning environments.

Objective 5. (Facility Improvement/Provide Safe and Clean Enviroments) Improve facility aesthetics and maintenance to foster a high level of stakeholder pride and satisfaction.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Conduct an external facilities study to establish a maintenance and renovation cycle based on identified needs. (Target Group: All)	Director of Operations, Superintendent(s)	2024-2025 School Year	(L)Local funding, (O)District Strategic Plan	11/15/24 - Pending 10/02/24 - Pending
2. Evaluate stakeholder satisfaction with facilities. (Target Group: All)	Custodial And Grounds Coordinator, Director of Operations	2024-2025 School Year	(L)Local funding, (L)Surveys, (O)District Strategic Plan	10/02/24 - Pending
3. Provide and implement a training program for all operation employees. (Target Group: All)	Custodial And Grounds Coordinator, Director of Operations	2024-2025 School Year	(L)Local funding, (O)District Strategic Plan	10/02/24 - Pending
4. Hire a district custodial and grounds coordinator. (Target Group: All)	Custodial And Grounds Coordinator	2024-2025 School Year		10/02/24 - Completed
5. Hire a district athletic facilities and sports medicine coordinator. (Target Group: All)	Athletic Facilities & Sports Medicine Coordinator	2024-2025 School Year		10/02/24 - Completed

BULLARD ISD

Goal 4. (Provide safe, secure and healthy learning environments.) Provide safe, secure and healthy learning environments.

Objective 6. (TEA Updates and Requirements) TEA Updates and Requirements

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Attend training and assign responsibilities for Sentinel. (Target Group: All)	BISD Chief of Police, BISD Police Department, Chief of Police, Director of Security and Safety	2024-2025 School Year		11/15/24 - On Track 10/01/24 - Some Progress
2. Meet all TEA/Texas Safety Center mandates. (Target Group: All)	Bullard ISD Police Dept., Chief of Police, Director of Security and Safety	2024-2025 School Year		11/15/24 - On Track 10/02/24 - Some Progress

BULLARD ISD

Goal 5. (Recruit and Retain) Recruit and Retain Highly Effective Staff

Objective 1. (Recruiting) Recruit highly effective teachers and staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Attend university and college job fairs to recruit teachers. (Target Group: All) (Strategic Priorities: 1)	Assistant Superintendent	2024-2025 School Year	(L)Community College and Universities, (L)Region 7 ESC	11/15/24 - On Track 10/01/24 - Pending
2. Utilize Region 7 ESC job posting website to promote open positions. (Target Group: All) (Strategic Priorities: 1)	Assistant Superintendent, Superintendent(s)	2024-2025 School Year	(L)Region 7 ESC	10/01/24 - On Track

BULLARD ISD

Goal 5. (Recruit and Retain) Recruit and Retain Highly Effective Staff

Objective 2. (Retaining) Retain highly effective staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue R.I.S.E. for new teacher support. (Target Group: All) (Strategic Priorities: 1)	Assistant Superintendent, District Curriculum Director	2024-2025 School Year	(L)Curriculum Staff, (O)District Strategic Plan	10/01/24 - Some Progress
2. Continue to implement employee retention bonuses. (Target Group: All) (Strategic Priorities: 1)	Chief Financial Officer, Superintendent(s)	2024-2025 School Year	(S)Local Funds	10/01/24 - Some Progress
3. Continue Teacher of the Year and Support Staff of the Year Program. (Target Group: All)	Director of Human Resources	2024-2025 School Year	(L)Region 7 ESC	10/01/24 - On Track

BULLARD ISD

Goal 5. (Recruit and Retain) Recruit and Retain Highly Effective Staff

Objective 3. (Title II) Use of Title II Funds.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

Resources

Resource	Source	Budget Code	Amount
Carl Perkins	Federal		
IDEA Special Education	Federal		
Title I	Federal		
Title IIA Principal and Teacher Improvement	Federal		
Title IV Safe and Drug Free	Federal		
State Comp Ed	State		

ELEMENTARY STAAR DATA COMPARISON 2024

	Failed	Approaches	Meets	Masters	Performance Comparison
STATE AVERAGE	25%	75%	49%	21%	(+9, +9, +1) '24 TO STATE
REGION 7 AVERAGE	24%	76%	48%	18%	
3rd RLA STAAR 2024	16% (31)	84% (167)	58% (115)	22% (44)	(-4, 0, 0) '24 to '23
3rd RLA STAAR 2023	12% (25)	88% (184)	58% (122)	22% (47)	(-5, -11, -25) '23 to '22
3rd READING STAAR 2022	7% (13)	93% (178)	69% (131)	47% (90)	(+7, +6, +13) '22 to '21
3rd READING STAAR 2021	12% (26)	86% (157)	63% (115)	34% (62)	
STATE AVERAGE	31%	69%	41%	15%	(+14, +15, 0) '24 TO STATE
REGION 7 AVERAGE	31%	69%	39%	13%	
3rd MATH STAAR 2024	17% (34)	83% (163)	56% (111)	15% (30)	(0, +3, -11) '24 to '23
3rd MATH STAAR 2023	17% (35)	83% (176)	53% (112)	26% (55)	(-1, -5, -4) '23 to '22
3rd MATH STAAR 2022	16% (30)	84% (161)	58% (110)	30% (57)	(-5, +1, +6) '22 to '21
3rd MATH STAAR 2021	11% (20)	89% (164)	57% (104)	24% (45)	
STATE AVERAGE	19%	82%	51%	23%	(+12, +19, +15) '24 TO STATE
REGION 7 AVERAGE					
4th RLA STAAR 2024	6% (14)	94% (202)	70% (152)	38% (82)	(+2, +1, -4) '24 to '23
4th RLA STAAR 2023	8% (16)	92% (196)	69% (146)	42% (89)	(-1, -5, +1) '23 to '22
4th READING STAAR 2022	7% (13)	93% (175)	74% (139)	41% (76)	(+14, +16, +10) '22 to '21
4th READING STAAR 2021	21% (44)	79% (162)	58% (120)	31% (63)	
STATE AVERAGE	32%	68%	45%	21%	(+19, +22, +19) '24 TO STATE
REGION 7 AVERAGE	34%	66%	42%	18%	
4th MATH STAAR 2024	13% (28)	87% (187)	67% (143)	40% (86)	(+2, -5, 0) '24 to '23
4th MATH STAAR 2023	15% (31)	85% (182)	72% (154)	40% (85)	(-6, +3, -1) '23 to '22
4th MATH STAAR 2022	9% (16)	91% (172)	69% (129)	41% (77)	(+8, +4, -13) '22 to '21
4th MATH STAAR 2021	17% (35)	83% (172)	65% (134)	54% (112)	

ELEMENTARY PERFORMANCE COMPARISON: 2024 TO 2023

	approaches	meets	masters	
4TH RLA 2024 TO 3RD RLA 2023	94% - 88% = +6%	70% - 58% = +12%	38% - 22% = +16%	
4TH MATH 2024 TO 3RD MATH 2023	87% - 83% = +4%	67% - 53% = +14%	40% - 26% = +14%	

	Failed	Approaches	Meets	Masters	Performance Comparison
STATE AVERAGE	22%	78%	54%	29%	(+13, +12, +4) '24 TO STATE
REGION 7 AVERAGE					
5th RLA STAAR 2024	9% (19)	91% (190)	66% (137)	33% (69)	(+3, -4, +5) '24 to '23
5th RLA STAAR 2023	11% (22)	89% (180)	70% (142)	28% (56)	(+1, -1, -21) '23 to '22
5th READING STAAR 2022	12% (26)	88% (194)	71% (156)	49% (108)	(+1, +15, +16) '22 to '21
5th READING STAAR 2021	13% (29)	87% (187)	56% (120)	33% (72)	
STATE AVERAGE	24%	76%	49%	19%	(+13, +21, +7) '24 TO STATE
REGION 7 AVERAGE					
5th MATH STAAR 2024	11% (23)	89% (186)	70% (147)	26% (54)	(-7, +4, 0) '24 to '23
5th MATH STAAR 2023	4% (9)	96% (192)	66% (132)	26% (52)	(+10, +8, -7) '23 to '22
5th MATH STAAR 2022	14% (31)	86% (189)	58% (127)	33% (73)	(-2, -11, -9) '22 to '21
5th MATH STAAR 2021	12% (27)	88% (189)	69% (150)	42% (91)	
STATE AVERAGE	43%	57%	26%	11%	(+20, +19, +7) '24 TO STATE
REGION 7 AVERAGE					
5th SCIENCE STAAR 2024	23% (48)	77% (160)	44% (93)	18% (38)	(-10, -14, -10) '24 to '23
5th SCIENCE STAAR 2023	13% (26)	87% (176)	58% (118)	28% (57)	(+4, -3, -4) '23 to '22
5th SCIENCE STAAR 2022	17% (37)	83% (183)	61% (135)	32% (70)	(-3, +12, +9) '22 to '21
5th SCIENCE STAAR 2021	14% (30)	86% (185)	49% (105)	23% (49)	
STATE AVERAGE	25%	75%	55%	25%	(+15, +14, +6) '24 TO STATE
REGION 7 AVERAGE					
6th RLA STAAR 2024	10% (21)	90% (193)	69% (148)	31% (66)	(+7, +9, +5) '24 to '23
6th RLA STAAR 2023	17% (38)	83% (192)	60% (138)	26% (60)	(-6, -1, -6) '23 to '22
6th READING STAAR 2022	11% (24)	89% (191)	61% (132)	32% (68)	(+8, +16, +18) '22 to '21
6th READING STAAR 2021	19% (40)	81% (173)	45% (96)	14% (29)	
STATE AVERAGE	30%	69%	37%	13%	(+22, +37, +10) '24 TO STATE
REGION 7 AVERAGE					
6th MATH STAAR 2024	9% (20)	91% (193)	62% (131)	23% (50)	(+4, +2, -8) '24 to '23
6th MATH STAAR 2023	13% (29)	87% (201)	60% (138)	31% (71)	(-1, +3, +7) '23 to '22
6th MATH STAAR 2022	12% (25)	88% (190)	57% (123)	24% (51)	(+4, -5, -10) '22 to '21
6th MATH STAAR 2021	8% (16)	92% (195)	62% (131)	34% (72)	

INTERMEDIATE PERFORMANCE COMPARISON: 2024 TO 2023					
	approaches	meets	masters		
6TH RLA 2024 TO 5TH RLA 2023	90% - 89% = +1%	69% - 70% = -1%	31% - 28% = +3%		
6TH MATH 2024 TO 5TH MATH 2023	91% - 96% = -5%	62% - 66% = -4%	23% - 26% = -3%		
5TH RLA 2024 TO 4TH RLA 2023	91% - 92% = -1%	66% - 69% = -3%	33% - 42% = -9%		
5TH MATH 2024 TO 4TH MATH 2023	89% - 85% = +4%	70% - 72% = -2%	26% - 40% = -14%		

MIDDLE SCHOOL STAAR DATA COMPARISON 2024					
	Failed	Approaches	Meets	Masters	Performance Comparison
STATE AVERAGE	28%	72%	52%	28%	(+9, +11, +7) '24 TO STATE
REGION 7 AVERAGE					
7th RLA STAAR 2024	19% (44)	81% (191)	63% (147)	35% (83)	(-10, -7, -3) '24 to '23
7th RLA STAAR 2023	9% (21)	91% (206)	70% (156)	38% (86)	(+2, -9, -17) '23 to '22
7th READING STAAR 2022	7% (15)	93% (208)	78% (173)	55% (122)	(+6, +13, +21) '22 to '21
7th READING STAAR 2021	13% (27)	87% (181)	65% (136)	34% (70)	
STATE AVERAGE	47%	53%	32%	10%	(+26, +30, +18) '24 TO STATE
REGION 7 AVERAGE					
7th MATH STAAR 2024	21% (50)	79% (187)	62% (147)	28% (67)	(-3, -1, +8) '24 to '23
7th MATH STAAR 2023	18% (40)	82% (186)	63% (142)	20% (46)	(-9, -1, -15) '23 to '22
7th MATH STAAR 2022	9% (19)	91% (203)	64% (142)	35% (78)	(+6, +2, -3) '22 to '21
7th MATH STAAR 2021	15% (32)	85% (176)	62% (128)	38% (80)	
STATE AVERAGE	21%	78%	54%	28%	(+12, +10, +11) '24 TO STATE
REGION 7 AVERAGE					
8th RLA STAAR 2024	10% (23)	90% (215)	64% (153)	39% (92)	(-5, -19, -3) '24 to '23
8th RLA STAAR 2023	5% (12)	95% (219)	83% (191)	41% (94)	(0, +8, -14) '23 to '22
8th READING STAAR 2022	5% (11)	95% (208)	75% (165)	55% (120)	(+7, +9, +17) '22 to '21
8th READING STAAR 2021	12% (25)	88% (191)	66% (143)	38% (81)	
STATE AVERAGE	30%	70%	40%	15%	(+14, +6, -8) '24 TO STATE
REGION 7 AVERAGE					
8th MATH STAAR 2024	16% (29)	84% (154)	46% (85)	7% (13)	(0, -11, -10) '24 to '23
8th MATH STAAR 2023	16% (27)	84% (141)	57% (95)	17% (29)	(+5, +7, -5) '23 to '22
8th MATH STAAR 2022	21% (32)	79% (119)	50% (75)	22% (33)	(-7, -18, +5) '22 to '21
8th MATH STAAR 2021	14% (23)	86% (138)	68% (110)	17% (28)	
STATE AVERAGE	21%	79%	45%	25%	(+21, +53, +66) '24 TO STATE
REGION 7 AVERAGE					
8th ALGEBRA I STAAR 2024	0% (0)	100% (57)	98% (56)	91% (52)	(0, 0, +1) '24 to '23
8th ALGEBRA I STAAR 2023	0% (0)	100% (60)	98% (59)	90% (54)	(0, -2, -6) '23 to '22
8th ALGEBRA I STAAR 2022	0% (0)	100% (69)	100% (69)	96% (66)	(0, +4, +10) '22 to '21
8th ALGEBRA I STAAR 2021	0% (0)	100% (56)	96% (54)	86% (48)	
STATE AVERAGE	32%	68%	42%	16%	(+12, +9, +7) '24 TO STATE
REGION 7 AVERAGE					
8th SCIENCE STAAR 2024	20% (47)	80% (192)	51% (123)	23% (54)	(-11, -16, -7) '24 to '23
8th SCIENCE STAAR 2023	9% (20)	91% (211)	67% (154)	30% (70)	(-4, -2, -15) '23 to '22
8th SCIENCE STAAR 2022	5% (12)	95% (208)	69% (151)	45% (98)	(+10, +8, +10) '22 to '21
8th SCIENCE STAAR 2021	15% (32)	85% (185)	61% (133)	35% (75)	
STATE AVERAGE	43%	58%	31%	16%	(+14, +6, -1) '24 TO STATE
REGION 7 AVERAGE					
8th SOCIAL STUDIES STAAR 2024	34% (81)	66% (157)	37% (88)	15% (36)	(-16, -7, -4) '24 to '23
8th SOCIAL STUDIES STAAR 2023	18% (42)	82% (186)	44% (101)	19% (43)	(-2, -7, -15) '23 to '22
8th SOCIAL STUDIES STAAR 2022	16% (36)	84% (184)	51% (113)	34% (74)	(+8, +5, +11) '22 to '21
8th SOCIAL STUDIES STAAR 2021	24% (53)	76% (164)	46% (99)	23% (50)	
MIDDLE SCHOOL PERFORMANCE COMPARISON: 2024 to 2023					
	approaches	meets	masters		
7TH RLA 2024 TO 6TH RLA 2023	81% - 83% = -2	63% - 60% = +3	35% - 26% = +9		
7TH MATH 2024 TO 6TH MATH 2023	79% - 87% = -8	62% - 60% = +2	28% - 31% = -3		
8TH RLA 2024 TO 7TH RLA 2023	90% - 91% = -1	64% - 70% = -6	39% - 38% = +1		
8TH MATH 2024 TO 7TH MATH 2023	84% - 82% = -2	46% - 63% = -17	7% - 20% = -13	(Keep in mind the top 30% is in Algebra I)	

HIGH SCHOOL STAAR DATA COMPARISON 2024

	Failed	Approaches	Meets	Masters	Performance Comparison
STATE AVERAGE	33%	67%	54%	17%	(+20, +21, +3) '24 to State
REGION 7 AVERAGE					
ENGLISH I MAY EOC 2024	13% (33)	87% (217)	75% (187)	20% (49)	(-2, -5, -4) '24 to '23
ENGLISH I MAY EOC 2023	11% (24)	89% (197)	80% (176)	24% (52)	(+7, +7, +6) '23 to '22
ENGLISH I MAY EOC 2022	18% (43)	82% (198)	73%(176)	18% (44)	(+2, +5, -1) '22 to '21
ENGLISH I EOC 2021	20% (42)	80% (166)	68% (142)	19% (39)	
STATE AVERAGE	26%	75%	60%	9%	(+18, +25, +5) '24 to State
REGION 7 AVERAGE					
ENGLISH II MAY EOC 2024	7% (16)	93% (206)	85% (188)	14% (30)	(+1, +3, -2) '24 to '23
ENGLISH II MAY EOC 2023	8% (19)	92% (211)	82% (188)	16% (36)	(+5, +3, +1) '23 to '22
ENGLISH II MAY EOC 2022	13% (27)	87% (182)	79% (166)	15% (32)	(+1, 0, -7) '22 to '21
ENGLISH II EOC 2021	14% (27)	86% (171)	79% (157)	22% (43)	
STATE AVERAGE	5%	95%	69%	37%	(+4, +14, +11) '24 to State
REGION 7 AVERAGE					
US HISTORY MAY EOC 2024	1% (2)	99% (204)	83% (171)	48% (98)	(+2, -2, -7) '24 to '23
US HISTORY MAY EOC 2023	3% (5)	97% (194)	85% (170)	55% (110)	(0, -6, -11) '23 to '22
US HISTORY MAY EOC 2022	3% (5)	97% (192)	91% (179)	66% (131)	(0, +1, 0) '22 to '21
US HISTORY EOC 2021	3% (5)	97% (184)	90% (171)	66% (124)	
STATE AVERAGE	9%	91%	58%	19%	(+4, +4, +4) '24 to State
REGION 7 AVERAGE					
BIOLOGY MAY EOC 2024	5% (12)	95% (245)	62% (160)	22% (56)	(-3, -20, -6) '24 to '23
BIOLOGY MAY EOC 2023	2% (4)	98% (213)	82% (177)	28% (61)	(+3, +9, 0) '23 to '22
BIOLOGY MAY EOC 2022	5% (13)	95% (228)	73% (175)	28% (68)	(+5, +2, +1) '22 to '21
BIOLOGY EOC 2021	10% (21)	90% (190)	71% (150)	27% (58)	
STATE AVERAGE	21%	79%	45%	25%	(+4, -5, -7) '24 to State
REGION 7 AVERAGE					
HS ALGEBRA I MAY EOC 2024	17% (31)	83% (154)	40% (74)	18% (33)	(-7, -12, -2) '24 to '23
HS ALGEBRA I MAY EOC 2023	10% (14)	90% (129)	52% (74)	20% (28)	(+1, -3, -9) '23 to '22
HS ALGEBRA I MAY EOC 2022	11% (20)	89% (166)	55% (102)	29% (54)	(+2, -2, -2) '22 to '21
HS ALGEBRA I EOC 2021	13% (20)	87% (132)	57% (87)	31% (47)	

HIGH SCHOOL PERFORMANCE COMPARISON: 2024 to 2023

	approaches	meets	masters	
ENGLISH I 2024 TO 8TH RLA 2023	87% - 95% = -8%	75% - 83% = -8%	20% - 41% = -21%	
ENGLISH II 2024 TO ENGLISH I 2023	93% - 89% = +4%	85% - 80% = +5%	14% - 24% = -10%	
ALGEBRA I 2024 TO 8TH MATH 2023	83% - 84% = -1%	40% - 57% = -17%	18% - 17% = +1%	



Appendix: BISD Dating Violence Policy

Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)

Students learn best, and their welfare is best served, in a school environment that is free from dating violence, discrimination, harassment, and retaliation.

Students are expected to treat peers and district employees with courtesy and respect, avoid offensive behaviors, and stop those behaviors as directed. District employees are likewise expected to treat students with courtesy and respect.

The board has established policies and procedures to prohibit and promptly address inappropriate and offensive behaviors that are based on a person's race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. A copy of the district's policy is available in the principal's office and in the superintendent's office or on the district's website at bullardisd.net. [See the FFH series of policies for more information.]

Dating Violence

Dating violence will not be tolerated at school. To report dating violence, see Error! Reference source not found..

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship or any of the person's past or subsequent partners. This type of conduct is considered harassment if it is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

Examples of dating violence against a student may include, but are not limited to:

- Physical or sexual assaults
- Name-calling
- Put-downs
- Threats to hurt the student, the student's family members, or members of the student's household
- Destroying property belonging to the student
- Threats to commit suicide or homicide if the student ends the relationship
- Threats to harm a student's past or current dating partner
- Attempts to isolate the student from friends and family

- Stalking
- Encouraging others to engage in these behaviors

In accordance with law, when the district receives a report of dating violence, a district official will immediately notify the parent of the alleged victim and alleged perpetrator.

The counselor's office has information about the dangers of dating violence and resources for seeking help.

For more information on dating violence, see:

- Texas Attorney General's office [recognizing and responding to dating violence flier](https://www.texasattorneygeneral.gov/sites/default/files/files/child-support/papa/session%2010/recognizing-relationship-violence-en.pdf) (<https://www.texasattorneygeneral.gov/sites/default/files/files/child-support/papa/session%2010/recognizing-relationship-violence-en.pdf>)
- The CDC's [Preventing Teen Dating Violence](https://www.cdc.gov/intimate-partner-violence/about/about-teen-dating-violence.html) (<https://www.cdc.gov/intimate-partner-violence/about/about-teen-dating-violence.html>)

Appendix- Bullard ISD Program Plan Requirements

Title I, Part A	
LEA Plan Requirement	Description of Requirement
Timely and Meaningful Consultation	Bullard ISD District Committee includes all of the required stakeholder members. A list of committee members and their respective roles can be found on page 3 - 5 of this District Improvement Plan. Agendas, minutes, sign-in sheets, meeting invitations, and other relevant documentation are kept locally and available on request. The district will consult with and seek input from committee members to monitor the District Improvement Plan through two formative assessments and a summative assessment.. The committee will also be utilized to assist in the completion of the District Comprehensive Needs Assessment.
Coordination	Bullard ISD will ensure it coordinates its Title I, Part A program and District Improvement Plan with the following programs to eliminate program fragmentation and duplication: • Title II, Part A • Title IV, Part A • Individuals with Disabilities Act (IDEA) • Rehabilitation Act of 1973 • Carl D. Perkins Career and Technical Education Act of 2006 • McKinney-Vento Homeless Assistance Act • ESSER II & III • SCE Program coordination is attained by ensuring that representatives with extensive knowledge of the above programs are represented on our District Committee and are a part of the planning, implementation, and monitoring of our District Improvement Plan. We also ensure that the needs related to each program are assessed and analyzed as a committee and utilized in the creation of the District Improvement Plan with representatives from each of the programs. included.
Challenging State Academic Standards	Bullard ISD provides a program to substantially help children served under Title I, Part A to meet

	the challenging State academic standards. The Title I, Part A program provided to students consists of targeted, small-group intervention instruction provided by three certified teachers, after-school tutorials with TEKS-aligned materials, and two paraprofessionals who work with small groups of students.
Periodic Review and Revisions	Bullard ISD will review and, as necessary, revise the DIP. We have formative evaluations scheduled for June and December and a summative evaluation scheduled for May to evaluate the effectiveness of the plan.
Required Descriptions:	
Description #1: Student Progress Monitoring Supports	Bullard ISD strives to provide a well-rounded program of instruction to meet the academic needs of all students. In addition to the required curriculum, the district takes steps to ascertain needs in this area through interest surveys to stakeholders, input from the district committee, curriculum committees and needs determined through data analysis to provide an enriched curriculum for our students that addresses reading/language arts, science, technology, engineering, math, foreign languages, civics and government, economics, art, history, geography, computer science, music, career and technical education, health, and physical education. Local workforce data information and projections are also utilized to ensure that students have opportunities to pursue pathways leading to in-demand, high-wage careers. These courses are evaluated each year to determine their effectiveness and ensure they meet the needs of students. Bullard ISD has a committee that meets a minimum of each six weeks to discuss students that are not performing successfully in their core subject area classes based upon report cards, progress reports, and CBAs. Interventions are discussed, implemented, and monitored by this committee. A central list of students at risk of not meeting the challenging State academic standards is maintained at each campus by the campus principal. The district provides several intervention opportunities to assist students identified as at risk of not meeting the challenging State academic standards. After-school, small group tutorials, and in-class tutorial groups are provided. TEKS-aligned software with diagnostic, formative, and summative, as well as personalized, adaptable instructional activities, are provided and utilized by students four days a week. Summer learning opportunities are also provided for students at risk of not meeting standards to prepare them for the upcoming school year. Bullard ISD seeks to identify and implement instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning by working

	to continually improve the district and campus climate by providing additional counselors at each campus, instituting social-emotional learning through a PK-12 SEL curriculum utilized at each campus, providing mandatory trauma-informed practice training for all new teachers and administrators. The district also utilizes PLCs on each campus to share expertise and work collaboratively.
Description #2: Teacher Quality	Annually, during the spring and summer of each year, Bullard ISD holds planning meetings to look at staffing across campuses and grade levels. Each campus takes data, TIA designations, teacher experience, certification, and effectiveness into account as class rosters for the following school year are set. From that point, campus administrators share findings from this process with the district. The district takes this information into account when considering staffing changes.
Description #3: School Improvement and Support Activities	N/A
Description #4: Measure of Poverty	Bullard ISD uses a composite of National School Lunch Program (NSLP), Medicaid, and Temporary Assistance to Needy Families (TANF) data as its selected poverty measure. Therefore, the district uses students coded with 01, 02, and 99 to determine its low-income percentage and maintains documentation locally for students coded 01, 02, and 99.
Description #5: Nature of Programs	Bullard ISD has 2 campuses that have gone through the process of operating schoolwide programs. A comprehensive needs assessment is done annually utilizing data from eight focus areas. Data is analyzed to determine areas of strength, weakness, problem statements, and root causes. The stakeholder committee develops proposed research-based strategies to intervene. Campus plans specifying actions and strategies tied to expenditures are annually evaluated, revised, updated, and approved by the school board before the start of the school year. Title I strategies and services provide additional time for instruction through after-school and summer intervention programs, after-school small group tutoring, supplemental digital software, and additional staff to support classroom instruction.

Description #6: Services to Homeless Children and Youth	Bullard ISD currently serves approximately .14% homeless children and youth. 1. Enrollment: The District provides services to support homeless children and youth with enrollment by having a Title I, Part A Homeless reservation, a Homeless Liaison who provides training to school staff, including attendance clerks, registrars, counselors, academic advisors, bilingual school liaisons, and teachers about McKinney-Vento homeless student rights to maintaining enrollment at the school of origin and eliminating enrollment barriers such as a lack of documents. The Homeless Liaison also facilitates enrollment by collaborating with homeless liaisons and staff from other districts when students move outside of the attendance boundaries to eliminate barriers such as interdistrict transfer paperwork. 2. Attendance: The Homeless Liaison assists with placement, enrollment, and application to the National School Lunch Program. The Liaison monitors attendance and takes appropriate action when needed as part of their participation on the Student Attendance Committee. Funds are reserved to provide for necessities and transportation of homeless children and youth. 3. Success: The District provides services to support homeless children and you with school success by having the Homeless Liaison and academic advisors work together to identify students in need of academic tutoring. Students who are not meeting the standards and/or have grades below 70 in core academic services are referred for tutoring services. In addition, school staff and the Homeless Liaison identify homeless students needing clothing, shoes, backpacks, and/or school supplies, which are provided through donations or the Title I Homeless Reservation. The Homeless Liaison also partners with community-based agencies such as local shelters, food banks, and other agencies to provide resources and information to families in need. 4. Bullard ISD is a member of Region 7 TEHCY SSA Membership Grant.
Description #7: Parent and Family Engagement Strategy	Bullard ISD works diligently to engage with parents and families of students to share important information and build capacity by utilizing a variety of strategies.
Description #8: Early Childhood Education Programs and Transition Plans	Bullard ISD preschool classes are located on the Bullard Early Childhood campus. There are various transition activities, including field trips to the kindergarten classroom, eating lunch in the cafeteria, and touring other places on campus (library, gym, etc.). Their campus also hosts a parent meeting focusing on Kindergarten Transition. The pre-k teachers meet weekly with district instructional coaches to ensure they are aligning instruction to prepare students to enter the kindergarten classroom. The Bullard Early Childhood staff also assists families in getting the appropriate enrollment information needed to enroll a student in kindergarten.

	Pre-K students receive instruction based on a high-quality curriculum based on the Pre-Kindergarten Guidelines. Pre-K programs follow district instructional expectations. Student performance data is routinely monitored and disaggregated by subpopulations such as special education, Emergent Bilingual, Migrant, at-risk, economically disadvantaged, etc. This data is utilized within the classroom to drive lessons.
Description #9: Identification of Eligible Children	N/A
Description #10: Middle to High School/ High School to Postsecondary Transitions	Bullard ISD implements strategies to facilitate effective transitions for students. The middle school provides a summer orientation for incoming 6th graders. From middle school to high school, the district provides an informational night for parents of 7th & 8th-grade students to learn about the career pathways and dual credit opportunities offered to high school students. Middle school students also attend a career pathway day to explore available options in high school. Upper middle school students also work with a career counselor to explore career options and complete interest surveys to assist students in determining their career interests. Eighth graders also tour the high school and meet with core teachers to ease the transition. Bullard ISD works hard to coordinate with its higher education partner, Tyler Junior College and local employers to prepare its high school students to transition into college and career upon graduation. The district offers many work-based learning opportunities with local employers in varied career fields to provide job shadowing and internship opportunities. Dual credit opportunities are available to students in a wide variety of technical and core academic fields.
Description #11: Discipline Disproportionality	Bullard ISD reviews disaggregated discipline data at the campus level to identify and address disproportionality or high rates of discipline, including information from the RDA report. The district analyzes data for office discipline referrals, in-school suspensions, out-of-school suspensions, and expulsions to determine if disproportionalities exist. District-wide, Bullard ISD has instituted trauma-informed practices and Positive Behavioral Intervention and Support (PBIS) to consistently prevent and address behavioral problems. The district is also implementing a Multi-Tiered System of Support (MTSS) and integrating behavioral supports.
Description #12: Coordination and Integration	Bullard ISD instituted a work-based learning plan that addresses students from PK-12 and aligns with TEA's Work-Based Learning Continuum. It provides students with grade-appropriate experiences throughout each school year. Our Pre-K/Elementary students focus on industry and career awareness through such activities as Careers on Wheels and career stations. Middle school students explore industries and careers through Interest Inventories, Career Exploration classes, and CTE pathway previews. High School students prepare for and participate in the workforce through job shadowing opportunities with business partners, Industry mentors, and

	internship opportunities. The district annually evaluates local workforce data to identify trends relating to in-demand, high-wage careers.
Description #13: Other Proposed Uses of Funds I	None at this time.

Appendix- Bullard ISD Title II DIP Requirements

Title II, Part A	
Title II Requirement	Description of Requirement
REAP/Transferability	N/A
Alignment of Activities to the Challenging State Academic Standards	Bullard ISD follows a consistent procedure to ensure that all activities carried out under Title II, Part A are aligned with the challenging State academic standards. The district considers all needs related to this title during the Comprehensive Needs Assessment and ensures that all required stakeholders assist in the creation of the DIP with regard to the needs relevant to Title II, Part A. Expenditures are planned after analyzing student performance on the State academic standards and their progress is monitored throughout the year. T-TESS evaluation results are also analyzed as they relate to student performance on the State standards. These pieces of data along with meaningful input from stakeholders drive the plans for Title II expenditures. Each expenditure is evaluated formatively, twice a year, and summatively, at the end of the school year for effectiveness and is revised as needed based on student progress and need.
Meaningful Consultation	Bullard ISD District Committee includes all of the required stakeholder members for Title II, Part A. A list of committee members and their respective roles can be found on page 3 - 5 of this District Improvement Plan. Agendas, minutes, sign-in sheets, meeting invitations, and other relevant documentation are kept locally and available on request. The district will consult with and seek input from committee members to monitor the District Improvement Plan through two formative assessments and a summative assessment.. The committee will also be utilized to assist in the completion of the District Comprehensive Needs Assessment. Student performance on local and state assessments (monitored throughout the year) and T-TESS evaluation will also be used in determining Title II program needs.
Coordination	Bullard ISD will ensure that it coordinates its Title II, Part A program and District Improvement Plan with the following programs to eliminate program fragmentation and duplication. (Include only the programs relevant to your district.) • Title I, Part C • Title IV, Part A • Individuals with Disabilities Act (IDEA) • Rehabilitation Act of 1973

	• Carl D. Perkins Career and Technical Education Act of 2006 • McKinney-Vento Homeless Assistance Act • SCE Program coordination is attained by ensuring that representatives with extensive knowledge of the above programs are represented on our District Committee and are a part of the planning, implementation, and monitoring of our District Improvement Plan. We also ensure that the needs related to each program are assessed and analyzed as a committee and utilized in the creation of the District Improvement Plan with representatives from each of the programs included.																																										
Prioritization of Funds	Prior to planning Title II, Part A expenditures each year, the district prioritizes the use of those funds by examining each campus’s school improvement status and percentage of low-income students. Bullard ISD is a single campus district with no overlapping grade levels on different campuses. <table><tr><th>Campus Name</th><th>Campus Number</th><th>Low-Income %</th><th></th><th></th><th></th></tr><tr><td>Bullard Early Childhood</td><td>212902103</td><td>38.96%</td><td></td><td></td><td></td></tr><tr><td>Bullard Primary</td><td>212902104</td><td>25.43</td><td></td><td></td><td></td></tr><tr><td>Bullard Elementary</td><td>212902101</td><td>29.69%</td><td></td><td></td><td></td></tr><tr><td>Bullard Intermediate</td><td>212902102</td><td>28.04%</td><td></td><td></td><td></td></tr><tr><td>Bullard Middle School</td><td>212902041</td><td>21.22%</td><td></td><td></td><td></td></tr><tr><td>Bullard High School</td><td>212902001</td><td>21.56%</td><td></td><td></td><td></td></tr></table>	Campus Name	Campus Number	Low-Income %				Bullard Early Childhood	212902103	38.96%				Bullard Primary	212902104	25.43				Bullard Elementary	212902101	29.69%				Bullard Intermediate	212902102	28.04%				Bullard Middle School	212902041	21.22%				Bullard High School	212902001	21.56%			
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System of Professional Growth and Improvement	BISD Professional Learning Plan																																										
Private Nonprofit School Participation	Each Spring, BISD directly communicates with all PNPs operating within the boundaries of the district to identify which PNPs are interested in participating. Consultation is then conducted with all PNPs who would like to participate and receive equitable services.																																										
Evidence-Based Activities	District did not choose to utilize Title II, Part A funding in the Evidence-Based Activities Area of Focus.																																										

Appendix- Title IV DIP Requirements 24-25

Title IV, Part A			
Title IV Requirement	Description of Requirement		
REAP/Transferability	N/A		
Description of Funded Programs and Activities	Bullard ISD funds the following programs and activities to support Safe and Healthy Students in the following manner: - Provided for the BISD Safety and Security Department and Police Dept to join the ESC 7 Service Center coop. Bullard ISD funds the following programs and activities to support well-rounded education in the following manner: - The BISD High School Art department purchased digital art supplies that would offer opportunities for students to apply for college art scholarships and with art extinction opportunities that provided skills for the postgraduate level. .		
Program Objectives and Measurable Outcomes and Evaluation of Program Effectiveness	Below are the Program OMOs and Measurable Outcomes selected for the 2024-2025 school year for the Title IV, Part A program (as reported to TEA in the fall submission).		
	Program Objective	Intended Outcome	Content Area
	OMO #1: BISD will continue to be a member of the ESC 7 Safety and Security Coop	Access to Safe/Supportive program documentation software, professional development, behavior threat support, monthly newsletters, EOP support and support during an emergency	Safe and Healthy Students ▾
	OMO #2: BISD will produce a 3rd grade musical. The musical will be an official purchased musical that all 3rd grade students will work on during the school year and a production will be held at the	The musical will provide all 3rd grade students the opportunity to experience a musical performance, enrich the students' cultural understanding and strengthen family/community	Well-Rounded Education ▾

	end of the year. Musical instruments for student use will be purchased as well to support the musical. The musical will provide all 3rd grade students the opportunity to experience a musical performance, enrich the students' cultural understanding and strengthen family/community engagement through a performance.	engagement through a performance.	
	OMO #2: BIS will offer an art program to parents of students to welcome community involvement and collaboration. The event will be held in the evening for students and parents/family members.	Provide families opportunity to engage in the arts with their children at an evening school event.	Well-Rounded Education ▾
	Bullard ISD will evaluate the progress of these program objectives and intended outcomes three times a year with the required stakeholder committee. These evaluations will be based on data specified within the OMO's to determine the percentage of progress made on each objective and measurable outcome. Based on the findings of the stakeholder committee, the district will report on progress status to TEA by documenting no progress, some progress, or substantial progress. Modifications to the activities will be made if the stakeholder committee and district determines they are necessary at the time of each evaluation. The district will maintain relevant sign-in sheets, meeting agendas, and minutes/notes for all meetings pertaining to the evaluation of effectiveness in Title IV, Part A-funded activities and/or programs.		

Meaningful Consultation	Bullard ISD District Committee includes all of the required stakeholder members for Title IV, Part A. A list of committee members and their respective roles can be found on page 3 - 5 of this District Improvement Plan. Agendas, minutes, sign-in sheets, meeting invitations, and other relevant documentation are kept locally and available on request. The DIP containing the LEA Program Plan will outline a description of activities funded by Title IV, Part A in the three content areas (well-rounded education, safe and healthy students, and the effective use of technology) as well as the objectives and measurable outcomes determined through consultation with the stakeholder committee. The district will maintain relevant sign-in sheets, meeting agendas, and minutes/notes for all meetings pertaining to the evaluation of effectiveness and improvement in Title IV, Part A-funded activities and/or programs.
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Prioritization of Funds	Prior to planning Title IV, Part A expenditures each year, the district prioritizes the use of those funds by examining each campus's needs, percentages of low-income students, school improvement status, and persistently dangerous status. BISD is a single grade level district. All campuses have equal access to Title IV funding.							
	Campus Name	Campus Number	Low-Income %	School Improvement Status	Persistently Dangerous Campus			
	Bullard Early Childhood	212902103	38.96%	No ▾	No ▾			
	Bullard Primary	212902104	25.43	No ▾	No ▾			
	Bullard Elementary	212902101	29.69%	No ▾	No ▾			
	Bullard Intermediate	212902102	28.04%	No ▾	No ▾			
	Bullard Middle School	212902041	21.22%	No ▾	No ▾			
	Bullard High School	212902001	21.56%	No ▾	No ▾			

SECURITY PERSONNEL
COMMISSIONED PEACE OFFICERS

CKEA
(LOCAL)

**District Police
Department**

To ensure sufficient security and protection of students, staff, and property, the Board authorizes the formation of a District police department and shall employ and commission police officers.

**Supervisory
Authority**

The chief of police shall be accountable to and shall report to the Superintendent. In accordance with law, the Superintendent shall not delegate this supervisory responsibility.

Jurisdiction

The jurisdiction of District police officers shall include all territory within District boundaries, as well as all real and personal property outside the boundaries of the District that is owned, leased, or rented by the District, or is otherwise under the District's control.

**Police Authority and
Duties**

Each District police officer shall have all the powers, privileges, and immunities of police officers on or off duty within the jurisdiction of the District. Subject to limitations in law, each District police officer shall:

1. Protect the safety and welfare of any person in the jurisdiction of the District and protect the property of the District.
2. Enforce all laws, including municipal ordinances, county ordinances, and state laws, and investigate violations of law as needed. In doing so, District police officers may serve search warrants in connection with District-related investigations in compliance with the Texas Code of Criminal Procedure.
3. Arrest suspects consistent with state and federal statutory and constitutional standards governing arrests, including arrests without warrant, for offenses that occur in the officer's presence or under the other rules set out in the Texas Code of Criminal Procedure.
4. Coordinate and cooperate with commissioned officers of all other law enforcement agencies in the enforcement of this policy as necessary.
5. Enforce District policies, rules, and regulations on District property, in school zones, at bus stops, or at District functions.
6. Investigate violations of District policy, rules, and regulations as requested by the Superintendent and participate in hearings concerning alleged violations.
7. Carry weapons as directed by the chief of police and approved by the Superintendent.
8. Carry out all other duties as directed by the chief of police or Superintendent.

SECURITY PERSONNEL
COMMISSIONED PEACE OFFICERS

CKEA
(LOCAL)

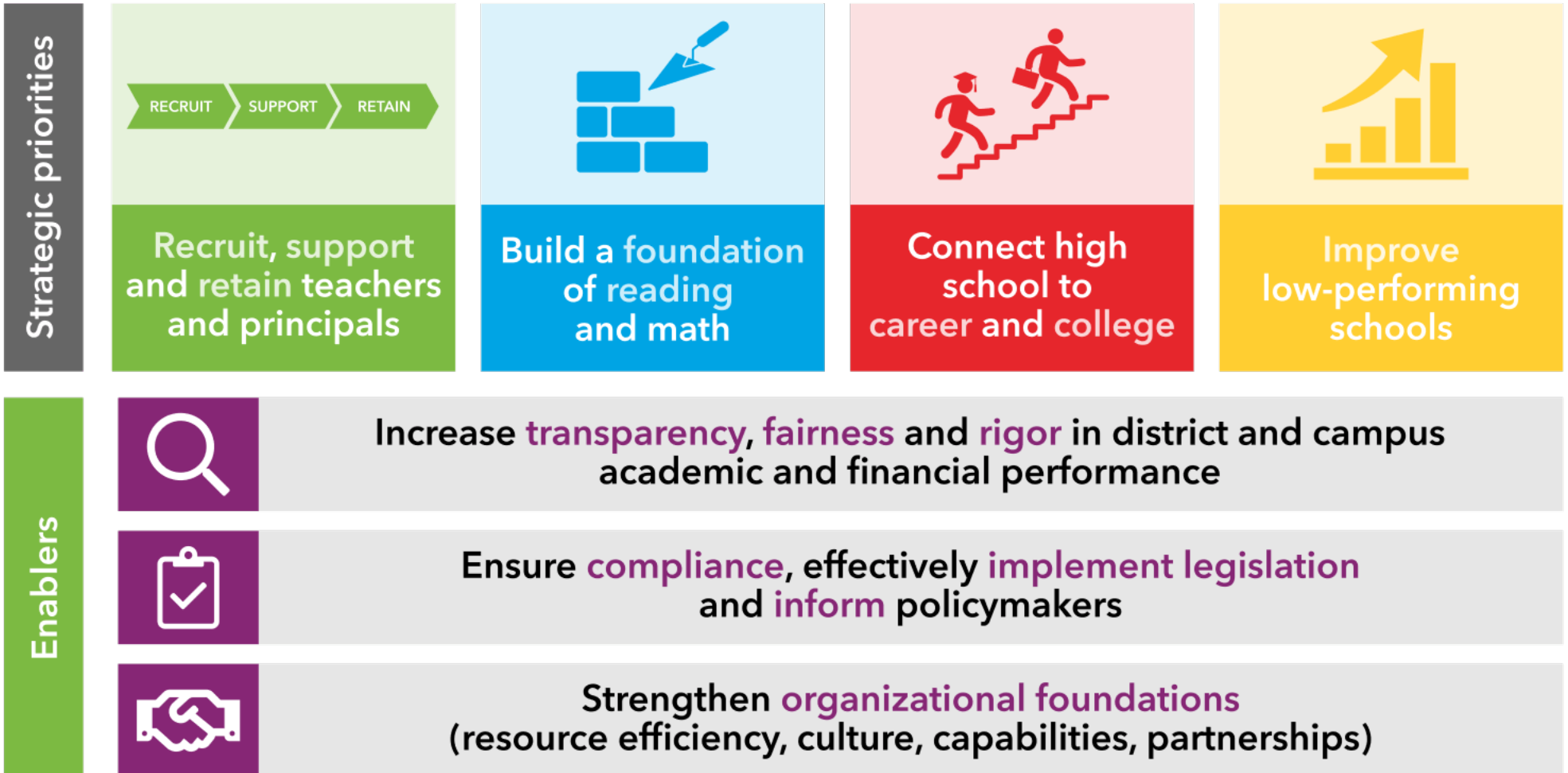
	A District police officer shall not be assigned routine classroom discipline or administrative tasks.
Limitations on Nonschool Employment	No officer commissioned under this policy shall provide law enforcement or security services for an outside employer without prior written approval from the chief of police and Superintendent. Each District police officer shall enforce all laws, including municipal ordinances, county ordinances, and state laws within another law enforcement agency's jurisdiction while working off-duty or temporarily assigned to another agency.
Relationship with Outside Agencies	The District's police department and the law enforcement agencies with which it has overlapping jurisdiction shall enter into memoranda of understanding and other appropriate interlocal agreements that outline reasonable communication and coordination efforts among the department and the agencies. The chief of police and the Superintendent shall review the memoranda of understanding and other agreements at least once every year. All such agreements shall be approved by the Board.
<i>Interlocal Agreement for Mutual Aid</i>	While operating pursuant to an interlocal agreement for mutual aid or other support for another law enforcement agency, each District police officer shall perform the duties and have the authorities set out in the agreement, including enforcing all laws within the other agency's jurisdiction.
Video Monitoring	If available, video equipment shall be used on a District police car for safety purposes whenever the flashing lights on the car are in use.
<i>Access to Recordings</i>	Recordings shall be considered law enforcement records, shall remain in the custody of the chief of police, and shall be maintained as required by the department regulations manual and law. A parent or student who wishes to view a video recording in response to disciplinary action taken against the student may request such access under the procedures set out by law. [See FL(LEGAL)]
Body-Worn Cameras	A District police officer shall use a body-worn camera only when performing official law enforcement duties for the District and in accordance with the provisions of the District police department's body-worn camera program. Each District police officer shall receive training on the program, including proper use and operation of cameras. Any District employee who has access to data from body-worn cameras shall receive training on storage, retention, and release of recordings.
Training	Each District police officer shall receive at least the minimum amount of education and training required by law.

SECURITY PERSONNEL
COMMISSIONED PEACE OFFICERS

CKEA
(LOCAL)

Department Regulations Manual	To carry out the provisions in this policy, the police department shall compile and maintain a manual that describes and sets forth operational procedures, rules, and regulations pertaining to the administration of police services. The chief of police and the Superintendent shall review the manual annually and make any appropriate revisions.
<i>Racial Profiling</i>	The chief of police shall develop and implement regulations to ensure compliance with laws regarding racial profiling. A District police officer shall not initiate any law enforcement action based on an individual's race, ethnicity, or national origin.
<i>Use of Force</i>	The use of force, including deadly force, shall be authorized only when reasonable and necessary, as outlined in the department regulations manual.
<i>High-Speed Pursuit</i>	A District police officer shall not engage in high-speed chases in a motor vehicle when the immediate danger to the public or the officer created by the pursuit exceeds the immediate or potential danger presented by the offenders remaining at large. Guidelines for high-speed pursuits shall be addressed in the department regulations manual.
Complaints	Complaints against a District police officer shall be in writing on a form provided by the District and shall be signed by the person making the complaint. In accordance with law, the District shall provide to the police officer a copy of the complaint. Appeals regarding this complaint process shall be filed in accordance with DGBA, FNG, or GF, as appropriate. [See CKE(LEGAL) and CKEA(LEGAL)]

Every child, prepared for success in college, a career or the military.



**adapted from TEA Strategic Plan - <https://tea.texas.gov>*