

# **Carrollton-Farmers Branch Independent School District**

## **Bush Middle School**

### **2024-2025 Campus Improvement Plan**



# Mission Statement

The Mission of CFBISD, a diverse community of global learners, is to empower scholars to acquire life-long knowledge, skills, and values that prepare them to compete in the world marketplace while contributing to their community.

# Vision

CFBISD will be an exceptional learning community where all graduates impact and excel in a complex, interconnected, and ever-changing world.

# Value Statement

CFBISD BELIEVES IN...

- Excellence in ALL learning opportunities
- Respecting differences by embracing diversity
- A growth mindset for students, faculty, and staff
- Ongoing partnerships with the community
- Support and love of the whole student

# Motto

High Expectations for ALL

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# Comprehensive Needs Assessment

Revised/Approved: August 5, 2024

## Demographics

### Demographics Summary

Barbara Bush Middle School is a Title 1 school serving grades 6-8. We are located primarily within the city of Irving, but also have students that live in Coppell and Farmers Branch. It is a unique community in Valley Ranch. The campus serves around 720 students. BBMS is a diverse community with the following demographics:

### BBMS Student Demographics

- 41% African American
- 16% Asian
- 26% Hispanic
- 9% White
- 7% 2 or More Races
- 59% Economically Disadvantaged
- 13.5% Special Education
- 13% Gifted & Talented
- 17.3% Emerging Bilingual
- 4% 504
- 3% Homeless

### BBMS Professional Staff Demographics

African American	16%
Asian	5%
Hispanic	7%
White	65%

Female	68%
Male	32%

Economically Disadvantaged percentage has continued to rise following the snapshot data. There has been an increase in our EB numbers. The campus continues to be a school of high mobility and transiency.

There is a significant number of students that walk to and from school, and 12 buses that run each day due to the size of our attendance zone.

BBMS has 5 feeder elementary schools (Riverchase, Freeman, Landry, Las Colinas, and La Villita) with each having a unique population and demographic. BBMS serves as the only feeder middle school for Ranchview High School.

## Demographics Strengths

BBMS notable demographic strengths:

- The true diversity of our population serves as a strength of our campus. Our campus is diverse, not only racially, but religiously, economically, and situationally. Students will develop skills through learning and being a member of this diverse community that will serve them well in their paths ahead.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** The staff has engaged in limited professional development related to equity and culturally relevant instructional practices.

**Root Cause:** Training was focused on the basics of classroom instruction and campus culture.

**Problem Statement 2 (Prioritized):** There is a growing population of Special Education learners on campus from 13.48% in the 2022-2023 school year to 15.25% in the 2023-2024 school year.

**Root Cause:** Students identified with dyslexia were reclassified from 504 services to Special Education services.

# Student Learning

## Student Learning Summary

BBMS utilized data from STAAR, MAP, and Grades to address Student Learning.

The following is data reviewed for Student Learning:

2021 STAAR					
Test	Total Students	Scale Score	Approaches	Meets	Masters
STAAR Grade 6 Reading	185	1548	56.2%	26.5%	12.8%
STAAR Grade 7 Reading	179	1614	60.9%	39.7%	20.1%
Grade 8 Reading	183	1667	78.7%	45.4%	17.5%
STAAR Algebra I	85	1580	98.82%	89.41%	72.94%
Grade 6 Mathematics	188	1585	57.5%	28.2%	11.7%
Grade 7 Mathematics	30	1519	20%	3.3%	0%
Grade 8 Mathematics	150	1610	46.6%	22%	6.7%
Grade 8 Science	187	3753	57.2%	34.2%	18.2%
Grade 8 Social Studies	186	3647	55.4%	28%	13.4%
2022 STAAR					
Test	Total Students	Scale Score	Approaches	Meets	Masters
STAAR Grade 6 Reading	252	1549	59.13%	28.57%	15.48%
STAAR Grade 7 Reading	265	1666	72.08%	46.79%	31.32%
Grade 8 Reading	227	1698	81.06%	50.22%	30.40%
STAAR Algebra I	85	4641	98.82%	89.41%	72.94%
Grade 6 Mathematics	251	1585	61.75%	25.50%	9.16%
Grade 7 Mathematics	12	1494	16.67%	0%	0%
Grade 8 Mathematics	394	1635	59.64%	27.41%	9.39%
Grade 8 Science	227	3846	64.76%	36.56%	19.38%
Grade 8 Social Studies	227	3941	72.25%	44.05%	28.19%

**ELA:**

**2021-2022**

6th Grade ELA - All Students				6th Grade ELA- All Students 2022-2023				
Assessment	Approaches	Meets	Masters	Assessment	Approaches	Meets	Masters	
Previous Year STAAR	56.77 (2)	26.20 (3)	13.10 (3)	Previous Year STAAR	61.08	31.03	14.78	
Fall MAP	40.5 (3)	20.5 (3)	11.8 (4)	Fall MAP	43	22	11	
Winter MAP	62.0 (4)	38.0 (3)	10.1 (4)	Winter MAP	37	18	14	
Spring MAP	61.5 (4)	28.3 (4)	13.3 (4)	Spring MAP	39	18	13	
DCFA / District Assessment	62.4 (2)	38.3 (3)	15.4 (3)	DCFA / District Assessment	72	56	38	
DCFA / District Assessment	65.2 (3)	45.1 (3)	20.1 (3)	DCFA / District Assessment	64	36	18	
DCFA / District Assessment	51.9 (2)	31.6 (2)	10.7 (3)	DCFA / District Assessment	58	35	17	
7th Grade ELA - All Students				7th Grade ELA- All Students 2022-2023				
Assessment	Approaches	Meets	Masters	Assessment	Approaches	Meets	Masters	
Previous Year STAAR	64 (3)	40 (2)	21.5 (2)	Previous Year STAAR	75	50	34	
Fall MAP	77.6 (2)	47.4 (2)	25.7 (2)	Fall MAP	34	26	11	
Winter MAP	72.5 (2)	38.6 (2)	16.3 (3)	Winter MAP	37	15	12	

6th Grade ELA - All Students				6th Grade ELA- All Students 2022-2023			
Spring MAP	66.3 (5)	38.3 (2)	17.9 (3)	Spring MAP	38	21	12
DCFA / District Assessment	23.6 (6)	0 (6)	0 (6)	DCFA / District Assessment	38	17	10
DCFA / District Assessment	70.8 (1)	40.6 (1)	40.6 (1)	DCFA / District Assessment	40	19	10
DCFA / District Assessment	61.7 (4)	28.3 (3)	28.6 (3)	DCFA / District Assessment	43	16	8
8th Grade ELA - All Students				8th Grade ELA- All Students 2022-2023			
Assessment	Approaches	Meets	Masters	Assessment	Approaches	Meets	Masters
Previous Year STAAR	78.69 (1)	45.36 (2)	14.49 (3)	Previous Year STAAR	81	50	30
Fall MAP	83.9 (1)	49 (4)	20.9 (3)	Fall MAP	28	26	22
Winter MAP	19.0 (4)	46.8 (2)	80.0 (3)	Winter MAP	28	27	17
Spring MAP	33.7 (1)	44.4 (4)	78.1 (2)	Spring MAP	30	27	19
DCFA / District Assessment	79 (1)	46.2 (1)	46.2 (1)	DCFA / District Assessment	68	37	22



6th Grade ELA - All Students				6th Grade ELA- All Students 2022-2023			
DCFA / District Assessment	63 (3)	30.7 (5)	14.8 (5)	DCFA / District Assessment	50	30	9
DCFA / District Assessment	52.7 (4)	34.4 (6)	16.7 (4)	DCFA / District Assessment	60	20	6

## Math:

### 2021-2022

6th Grade Math - All Students				6th Grade Math- All Students 2022-2023			
Assessment	Approaches	Meets	Masters	Assessment	Approaches	Meets	Masters
STAAR 2021	56.84 (5)	26.50 (4)	9.83 (2)	STAAR 2022	67	29	10
Fall MAP	65.3 (5)	27.4 (2)	5.9 (4)	Fall MAP	44	25	5
Winter MAP	59 (5)	24.9 (2)	4.8 (3)	Winter MAP	39	19	5
Spring MAP	55.8 (5)	24.2 (4)	6.5 (3)	Spring MAP	38	18	6
7th Grade Math - All Students				7th Grade Math- All Students 2022-2023			
Assessment	Approaches	Meets	Masters	Assessment	Approaches	Meets	Masters
Previous Year STAAR	N/A	N/A	N/A	Previous STAAR	32	11	4
Fall MAP	66.8 (6)	30.5 (3)	10 (2)	Fall MAP	36	17	9
Winter MAP	65.7 (5)	28.4 (3)	9.8 (2)	Winter MAP	32	17	7

6th Grade Math - All Students				6th Grade Math- All Students 2022-2023			
Spring MAP	65.9 (4)	32.1 (3)	11.7 (3)	Spring MAP	33	15	4
8th Grade Math - All Students				8th Grade Math- All Students 2022-2023			
Assessment	Approaches	Meets	Masters	Assessment	Approaches	Meets	Masters
Previous Year STAAR	39.93 (5*)	16.67 (5*)	5.21 (4*)	Previous Year STAAR	68	39	14
Fall MAP	52.8 (5)	5.4 (6)	0 (3)	Fall MAP	35	2	2
Winter MAP	59 (5)	11.1 (3)	1.7 (1)	Winter MAP	31	9	4
Spring MAP	59.5 (5)	16.4 (3)	2.6 (1)	Spring MAP	35	7	2
8th Grade Algebra - All Students				8th Grade Algebra- All Students 2022-2023			
Assessment	Approaches	Meets	Masters	Assessment	Approaches	Meets	Masters
Previous Year STAAR	86.5 (5)	62.5 (5)	40.4 (5)	Previous Year STAAR	81	50	30
Fall MAP	97.3 (6)	68.0 (5)	29.3 (5)	Fall MAP	36	26	33
Winter MAP	98.6 (6)	83.6 (4)	56.2 (3)	Winter MAP	30	34	32
Spring MAP	98.8 (6)	91.4 (3)	76.5 (3)	Spring MAP	34	14	54

The data shows the significance of the “COVID Slide” when comparing the two data points. A significant drop was noted in all subject areas between the 2019 and 2021 assessments, but growth in 2022.

Also, this data show there is a significant achievement gap between Economically Disadvantaged & African American populations and White & Asian populations.

7<sup>th</sup> grade STAAR Math numbers are a result of 7<sup>th</sup> grade general education students taking the 8<sup>th</sup> grade STAAR exam due to our de-tracking initiative.

## **Student Learning Strengths**

### **Student Learning Strengths**

BBMS has a teaching staff that is dedicated to high achievement, continuous improvement, and a student-centered mentality. Students overcome many challenges and learn at high levels.

Student Learning Strengths:

1. In Reading MAP, less students fell into the Does Not Meet category compared to last year's STAAR scores.
2. In comparison to the district averages, BBMS had less students in the Does Not Meets category in Reading and Science.
3. On MAP, 8th Grade Science performed 10% higher in the Masters category than the district average.

## **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** MAP Math data shows an increase of students in the does not meets achievement across all grade levels from Fall to Spring.

**Root Cause:** Curriculum and rigor is not preparing students to perform on the STAAR assessment.

**Problem Statement 2 (Prioritized):** MAP Math and Reading data shows a drop in achievement in the masters category from fall to spring in all grade levels.

**Root Cause:** Classes are not meeting the level of rigor and are focusing on students in the DNM/Approaches categories.

# School Processes & Programs

## School Processes & Programs Summary

In partnership with the District and training over the summer, BBMS came to the 2022-2023 school year prepared to focus on the PLC process, data dives and lesson plan format. The core departments were at varying stages in this process and the instructional dean met departments where they were at to move to the next steps of implementation. All core content areas were introduced to a customized data planning template made in conjunction with campus and district leadership. The campus looks to continue to build and improve on the process.

With year two of AVID implementation, the AVID coordinator worked closely with the district coordinator to expand learning opportunities through college visits, guest speakers, family nights, and WICOR. Time was dedicated during Faculty Meetings and Leadership Meetings over the course of the year for AVID Updates.

The New Teacher Mentor program was implemented by Instructional Facilitators. They provided ongoing support and hosted optional meetings over the course of the year for additional support in specific areas. The team is preparing for the teacher shortage that is materializing in the profession.

Starting new in the 2023-2024 school year, BBMS will implement grade level leads as another resource to staff and to plan opportunities for fellowship.

All teachers were provided summer learning opportunities including: CAMT, AVID Summer Institute, and Ron Clark Academy. 28 staff members will attend one or more of these trainings the summer of 2023.

The following procedures were new to BBMS this year: arrival, dismissal, lunch, discipline and tardies/attendance. We look forward to improving these procedures with our campus leadership.

## School Processes & Programs Strengths

BBMS notable strengths in Processes & Programs:

- All core content teachers participated in PLC and Data Dives.
- Some PLC groups work effectively and efficiently in reviewing data and making instructional data-driven decisions.
- Teachers are highly qualified, and highly motivated, continue to advance their careers, and attend professional development to sharpen their skills.
- There is an increased consistency in how discipline is managed in main/shared areas.
- Accountability has increased for student behavior because of a campus-wide system.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** We are not consistent in lesson planning across campus in core content areas.

**Root Cause:** Grade levels/departments were at varying levels of experience in lesson planning. We also moved to leveled classes requiring more preps for some teachers.

**Problem Statement 2 (Prioritized):** As evidenced from MAP data, implementation of the curriculum is inconsistent across grade levels/teams.

**Root Cause:** In some content areas, vertical alignment is not strong.

**Problem Statement 3 (Prioritized):** State reported discipline runs at approximately 40 out of placement incidents/6 week reporting period.

**Root Cause:** Inconsistent implementation of campus wide discipline protocol.

# Perceptions

## Perceptions Summary

BBMS has focused on campus culture and community partnerships.

There is a core group of parents who continually give to the campus through volunteering, guest speaking, and donations. Families support the school by supporting the growth of their students from home and by attending performances; however, families that consistently engage with the school are limited to the core group of parents. PTA continues to be supportive, but securing individuals to fill the leadership roles that make up the PTA Leadership on the campus is a challenge. This limits PTA in the services that they are able to provide. There is a commitment to increase parent involvement and engagement across the board.

Community partnerships were an increased focus and we have had several partner in a variety of campus activities including: FamFest, 12 Days of December, Teacher Appreciation, award ceremonies, tutoring, guest speaking, and student dances. Community partners included: Harecuts, Wyldlife, Home Depot, Chickensalad Chick, The Towers at Mercer Crossing, Grand Canyon University, PTA, Mi Cocina, and Chick-fil-a.

## Perceptions Strengths

Notable strengths for perceptions:

- The BBMS Staff is a very caring group of educators that believe in the work that we do.
- The BBMS Staff is quick to support each other both in the school and out of the school.
- Fine Arts, AVID, and Karate have increased participation and performances resulting in more parents/guardians joining campus in a positive relationship.
- PLC was a great way to collaborate and focus on student data.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Teachers are confused about the co-teaching model.

**Root Cause:** 50% of the campus co-teachers were new this year and there were many changes in the role of co-teaching this school year. Teachers need more training and clear expectations on highly effective co-teaching models.

**Problem Statement 2 (Prioritized):** On the Fall 2024 Panorama Survey, we scored 36% in student belonging. This is in the 10th percentile when compared nationally to middle schools with similar free and reduced lunch demographics.

**Root Cause:** Communication on how teachers can connect with students outside of the academic setting was limited.

**Problem Statement 3 (Prioritized):** Based on the Panorama Survey, 52% of students are engaged in classroom learning. While this is an increase of 4%, it is still 2% lower than the district average.

**Root Cause:** Students battle multiple distractions including technology, social interactions, and the behavior of peers. Students may feel that lessons are not interesting or relevant to their daily lives.

# Priority Problem Statements

**Problem Statement 1:** The staff has engaged in limited professional development related to equity and culturally relevant instructional practices.

**Root Cause 1:** Training was focused on the basics of classroom instruction and campus culture.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** There is a growing population of Special Education learners on campus from 13.48% in the 2022-2023 school year to 15.25% in the 2023-2024 school year.

**Root Cause 2:** Students identified with dyslexia were reclassified from 504 services to Special Education services.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** MAP Math data shows an increase of students in the does not meets achievement across all grade levels from Fall to Spring.

**Root Cause 3:** Curriculum and rigor is not preparing students to perform on the STAAR assessment.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** MAP Math and Reading data shows a drop in achievement in the masters category from fall to spring in all grade levels.

**Root Cause 4:** Classes are not meeting the level of rigor and are focusing on students in the DNM/Approaches categories.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** We are not consistent in lesson planning across campus in core content areas.

**Root Cause 5:** Grade levels/departments were at varying levels of experience in lesson planning. We also moved to leveled classes requiring more preps for some teachers.

**Problem Statement 5 Areas:** School Processes & Programs

**Problem Statement 6:** As evidenced from MAP data, implementation of the curriculum is inconsistent across grade levels/teams.

**Root Cause 6:** In some content areas, vertical alignment is not strong.

**Problem Statement 6 Areas:** School Processes & Programs

**Problem Statement 7:** State reported discipline runs at approximately 40 out of placement incidents/6 week reporting period.

**Root Cause 7:** Inconsistent implementation of campus wide discipline protocol.

**Problem Statement 7 Areas:** School Processes & Programs

**Problem Statement 8:** Teachers are confused about the co-teaching model.

**Root Cause 8:** 50% of the campus co-teachers were new this year and there were many changes in the role of co-teaching this school year. Teachers need more training and clear

expectations on highly effective co-teaching models.

**Problem Statement 8 Areas:** Perceptions

**Problem Statement 9:** On the Fall 2024 Panorama Survey, we scored 36% in student belonging. This is in the 10th percentile when compared nationally to middle schools with similar free and reduced lunch demographics.

**Root Cause 9:** Communication on how teachers can connect with students outside of the academic setting was limited.

**Problem Statement 9 Areas:** Perceptions

**Problem Statement 10:** Based on the Panorama Survey, 52% of students are engaged in classroom learning. While this is an increase of 4%, it is still 2% lower than the district average.

**Root Cause 10:** Students battle multiple distractions including technology, social interactions, and the behavior of peers. Students may feel that lessons are not interesting or relevant to their daily lives.

**Problem Statement 10 Areas:** Perceptions



# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

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

## Student Data: Assessments

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

## Student Data: Student Groups

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

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

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

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data
- T-PESS data

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate

#### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

# Guiding Objectives

## Guiding Objective 1: Optimize Engaging and Diverse Learning

**Goal 1:** All core content areas will practice the PLC framework 75% of the time by May 2024.

### High Priority

### HB3 Guiding Objective







**Evaluation Data Sources:** PLC Meeting Data, Agendas, Calendars

Data from: District Interim Assessments, MAP, and STAAR

Observation/Feedback

Lesson Plans

DDI Protocol

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement the established data protocol, including formulating action steps, for all district assessment in all core content areas.  <b>Strategy's Expected Result/Impact:</b> Teachers will increase knowledge and implementation skills necessary in using data to drive instruction, which will allow them to target students with learning deficits to address their needs and also allow them to implement enrichment activities to assist with student growth.  <b>Staff Responsible for Monitoring:</b> Campus Leadership  <b>Problem Statements:</b> Student Learning 1, 2 - School Processes & Programs 1 <b>Funding Sources:</b> Summer Instructional Differentiation Planning - 211 Title I - 211-11-6117-00-047-30-000 - \$200	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Implement the established lesson plan framework in all core content areas will in collaboration with their like-subject grade level team 85% of the time.  <b>Strategy's Expected Result/Impact:</b> Teachers will provide equitable learning opportunities across like-subject grade level teams. This will increase teacher effectiveness when partnered with the data protocol.  <b>Staff Responsible for Monitoring:</b> Campus Leadership  <b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 2 - Perceptions 3	Formative			Summative
	Oct	Jan	Mar	June
				



No Progress



Accomplished



Continue/Modify



Discontinue

## Goal 1 Problem Statements:

### Demographics

**Problem Statement 1:** The staff has engaged in limited professional development related to equity and culturally relevant instructional practices. **Root Cause:** Training was focused on the basics of classroom instruction and campus culture.

**Problem Statement 2:** There is a growing population of Special Education learners on campus from 13.48% in the 2022-2023 school year to 15.25% in the 2023-2024 school year. **Root Cause:** Students identified with dyslexia were reclassified from 504 services to Special Education services.

### Student Learning

**Problem Statement 1:** MAP Math data shows an increase of students in the does not meets achievement across all grade levels from Fall to Spring. **Root Cause:** Curriculum and rigor is not preparing students to perform on the STAAR assessment.

**Problem Statement 2:** MAP Math and Reading data shows a drop in achievement in the masters category from fall to spring in all grade levels. **Root Cause:** Classes are not meeting the level of rigor and are focusing on students in the DNM/Approaches categories.

### School Processes & Programs

**Problem Statement 1:** We are not consistent in lesson planning across campus in core content areas. **Root Cause:** Grade levels/departments were at varying levels of experience in lesson planning. We also moved to leveled classes requiring more preps for some teachers.

**Problem Statement 2:** As evidenced from MAP data, implementation of the curriculum is inconsistent across grade levels/teams. **Root Cause:** In some content areas, vertical alignment is not strong.

### Perceptions

**Problem Statement 3:** Based on the Panorama Survey, 52% of students are engaged in classroom learning. While this is an increase of 4%, it is still 2% lower than the district average. **Root Cause:** Students battle multiple distractions including technology, social interactions, and the behavior of peers. Students may feel that lessons are not interesting or relevant to their daily lives.







## Guiding Objective 1: Optimize Engaging and Diverse Learning



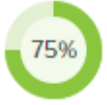




**Goal 2:** BBMS will improve performance of the Eco Dis population in Reading and Math by 3% at the meets grade level in all grade levels by May 2024.

**Evaluation Data Sources:** STAAR

MAP

District Interim

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Develop and improve student access to academic supports including but not limited to tutorials, college visits, Progress Learning, STEAM competitions and summer school.  <b>Strategy's Expected Result/Impact:</b> Students will have the opportunity to receive support in the knowledge and skills that they struggle with in sessions that are tailored to their individual growth. This will not only lead to student success on subsequent assessments for these skills, but will also give students the ability to practice and demonstrate their understanding of skills in any context delivered to them.  <b>Staff Responsible for Monitoring:</b> Campus Leadership  <b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2 <b>Funding Sources:</b> AVID-College visits, tutorials, transportation, fees - 211 Title I - 211-11-6412-00-047-99-000 - \$4,483.50, After School Tutorials - 211 Title I - 211-11-6117-00-047-30-000 - \$2,000, Supplemental programs and services to support at-risk students - 199-SCE State Comp Ed (SCE) - \$113,500, Books and materials for students in the classroom - 211 Title I - 211-11-6399-00-047-99-000 - \$4,000, TSA Competition - 211 Title I - 211-11-6412-00-047-99-000 - \$3,601.18, After School Tutorial Snacks - 211 Title I - 211-11-6498-00-047-99-000 - \$297.36, BBMS Summer Targeted Instruction - 211 Title I - 211-11-6117-00-047-30-000 - \$4,000		Formative			Summative
		Oct	Jan	Mar	June
					
Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Provide professional development on student goal setting and implement a system for student growth tracking in reading/language arts, math and science.  <b>Strategy's Expected Result/Impact:</b> Students will be able to track their own growth and set goals based on campus, district, and state assessments.  <b>Staff Responsible for Monitoring:</b> Campus Leadership  <b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2 - Perceptions 2, 3 <b>Funding Sources:</b> AVID Strategy Resources-Campus Wide Organizational tool for tracking student growth and goal setting and highlighters - 211 Title I - 211-11-6399-00-047-99-000 - \$4,238.80		Formative			Summative
		Oct	Jan	Mar	June
					

Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Continue to implement technology and software into the classroom in new and innovative ways, including implementation of Smart Pass, which supports staff in tracking student time out of class. This should support an increase in instructional minutes by monitoring students and limiting access through the building during instructional time. <b>Strategy's Expected Result/Impact:</b> This process will increase engagement in the classroom and give students more tools that will assist them in acquiring the skills necessary to show mastery of content. <b>Staff Responsible for Monitoring:</b> Instructional Coordinator and DLS  <b>Problem Statements:</b> Demographics 1 - School Processes & Programs 1, 3 <b>Funding Sources:</b> SmartPass - 211 Title I - 211-11-6299-00-047-99-000 - \$1,884.75, Headphones for Lexia Program for EB Learners - 211 Title I - 211-11-6399-00-047-99-000 - \$1,356.75		Formative			Summative
		Oct	Jan	Mar	June
					
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>					








## Goal 2 Problem Statements:

Demographics
<b>Problem Statement 1:</b> The staff has engaged in limited professional development related to equity and culturally relevant instructional practices. <b>Root Cause:</b> Training was focused on the basics of classroom instruction and campus culture.
Student Learning
<b>Problem Statement 1:</b> MAP Math data shows an increase of students in the does not meets achievement across all grade levels from Fall to Spring. <b>Root Cause:</b> Curriculum and rigor is not preparing students to perform on the STAAR assessment. <b>Problem Statement 2:</b> MAP Math and Reading data shows a drop in achievement in the masters category from fall to spring in all grade levels. <b>Root Cause:</b> Classes are not meeting the level of rigor and are focusing on students in the DNM/Approaches categories.
School Processes & Programs
<b>Problem Statement 1:</b> We are not consistent in lesson planning across campus in core content areas. <b>Root Cause:</b> Grade levels/departments were at varying levels of experience in lesson planning. We also moved to leveled classes requiring more preps for some teachers. <b>Problem Statement 3:</b> State reported discipline runs at approximately 40 out of placement incidents/6 week reporting period. <b>Root Cause:</b> Inconsistent implementation of campus wide discipline protocol.
Perceptions
<b>Problem Statement 2:</b> On the Fall 2024 Panorama Survey, we scored 36% in student belonging. This is in the 10th percentile when compared nationally to middle schools with similar free and reduced lunch demographics. <b>Root Cause:</b> Communication on how teachers can connect with students outside of the academic setting was limited. <b>Problem Statement 3:</b> Based on the Panorama Survey, 52% of students are engaged in classroom learning. While this is an increase of 4%, it is still 2% lower than the district average. <b>Root Cause:</b> Students battle multiple distractions including technology, social interactions, and the behavior of peers. Students may feel that lessons are not interesting or relevant to their daily lives.

**Guiding Objective 2:** Optimize Facility, Safety and Security, and Infrastructure to be adaptable to student needs

**Goal 1:** By May 2024, BBMS will have consistently implemented processes, routines, and procedures in regards to safety, security, and discipline and review quarterly.

**Evaluation Data Sources:** Discipline Data  
Student & Staff Survey Results  
Incident Reports  
Safe Schools

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<b>Strategy 1:</b> Implement all safety and security procedures established by the district including all safety drills with the use of Raptor. Periodic campus surveys will be administered to evaluate effectiveness and find solutions to problems or challenges. <b>Strategy's Expected Result/Impact:</b> The campus will be fully prepared to address safety and security concerns that may arise. <b>Staff Responsible for Monitoring:</b> Campus Safety Team  <b>Problem Statements:</b> School Processes & Programs 3 - Perceptions 2				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Goal 1 Problem Statements:**

School Processes & Programs
<b>Problem Statement 3:</b> State reported discipline runs at approximately 40 out of placement incidents/6 week reporting period. <b>Root Cause:</b> Inconsistent implementation of campus wide discipline protocol.
Perceptions
<b>Problem Statement 2:</b> On the Fall 2024 Panorama Survey, we scored 36% in student belonging. This is in the 10th percentile when compared nationally to middle schools with similar free and reduced lunch demographics. <b>Root Cause:</b> Communication on how teachers can connect with students outside of the academic setting was limited.

Guiding Objective 3: Optimize Community Engagement

Goal 1: BBMS will develop an effective and positive partnership with our families and community to better meet the needs of our students, families, and community by May 2024.

Evaluation Data Sources: Student, Parent, and Community Surveys  
Event Participation

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Maintain the number of school and community partnerships. <b>Strategy's Expected Result/Impact:</b> Maintain community partnerships will provide more opportunities to meet the needs of our students and families. <b>Staff Responsible for Monitoring:</b> Administrators and Instructional Coordinator  <b>Problem Statements:</b> Perceptions 2	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide opportunities to connect our families and our community via social media, events, partnerships, and parent education nights. <b>Strategy's Expected Result/Impact:</b> This will create greater involvement and buy-in from our families and community. <b>Staff Responsible for Monitoring:</b> Campus Leadership and Social Media Liaison  <b>Problem Statements:</b> Perceptions 2, 3 <b>Funding Sources:</b> Pay counselors/teachers/staff to run parent education events - 211 Title I - 211-61-6117-00-047-30-000 - \$1,000, Parent engagement activities - 211 Title I - 211-61-6399-00-047-99-000 - \$67.93, Parent engagement activities - 211 Title I - 211-61-6498-00-047-99-000 - \$1,364.42	Formative			Summative
	Oct	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 1 Problem Statements:

Perceptions
<b>Problem Statement 2:</b> On the Fall 2024 Panorama Survey, we scored 36% in student belonging. This is in the 10th percentile when compared nationally to middle schools with similar free and reduced lunch demographics. <b>Root Cause:</b> Communication on how teachers can connect with students outside of the academic setting was limited.













### Perceptions

**Problem Statement 3:** Based on the Panorama Survey, 52% of students are engaged in classroom learning. While this is an increase of 4%, it is still 2% lower than the district average. **Root Cause:** Students battle multiple distractions including technology, social interactions, and the behavior of peers. Students may feel that lessons are not interesting or relevant to their daily lives.

Guiding Objective 4: Optimize Social and Emotional Health of all students

Goal 1: BBMS, in partnership with the district, will ensure that programming for social-emotional development and support of students are implemented throughout the school year and will be reviewed in May 2024.

- Evaluation Data Sources: Counselor Newsletters  
Guidance Lessons  
Assemblies  
Advisory Lessons and Schedule  
Counselor Training for staff  
Safe Schools

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Train staff members on the topics of social/emotional health to help with identification and support including but not limited to Suicide Prevention, Sexual Abuse, Physical and Emotional Abuse, Dating Violence, and Drug Abuse. <b>Strategy's Expected Result/Impact:</b> Teachers will have the knowledge to identify students in crisis and adequately report and respond. <b>Staff Responsible for Monitoring:</b> Counselors  <b>Problem Statements:</b> Perceptions 2, 3	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Train parents on the topics of social/emotional learning to support their students at home. <b>Strategy's Expected Result/Impact:</b> Parents will have strategies to react during high stress and to teach their students. <b>Staff Responsible for Monitoring:</b> Counselors  <b>Problem Statements:</b> Perceptions 2, 3 <b>Funding Sources:</b> Parent/Student Education Supplies for Social/Emotional Learning - 211 Title I - 211-61-6399-00-047-99-000 - \$285.31	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 1 Problem Statements:

Perceptions

**Problem Statement 2:** On the Fall 2024 Panorama Survey, we scored 36% in student belonging. This is in the 10th percentile when compared nationally to middle schools with similar free and reduced lunch demographics. **Root Cause:** Communication on how teachers can connect with students outside of the academic setting was limited.

**Problem Statement 3:** Based on the Panorama Survey, 52% of students are engaged in classroom learning. While this is an increase of 4%, it is still 2% lower than the district average. **Root Cause:** Students battle multiple distractions including technology, social interactions, and the behavior of peers. Students may feel that lessons are not interesting or relevant to their daily lives.

Guiding Objective 4: Optimize Social and Emotional Health of all students

Goal 2: BBMS will implement campus-wide PBIS and Restorative Practices to improve student behavior by May 2024.

Evaluation Data Sources: Discipline Data  
Student and Staff Survey Results

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement campus wide protocol for discipline management consistently. <b>Strategy's Expected Result/Impact:</b> This will decrease incidents of disciplinary placements. <b>Staff Responsible for Monitoring:</b> Campus Leadership  <b>Problem Statements:</b> School Processes & Programs 3	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Implement PBIS and Restorative Practices consistently and provide professional development to help staff with implementation. <b>Strategy's Expected Result/Impact:</b> This will allow students to engage in more academic and social -emotional instruction by keeping them in the classroom and allowing them to learn from their behaviors without distracting from the learning process. <b>Staff Responsible for Monitoring:</b> Campus Leadership Team  <b>Problem Statements:</b> Perceptions 2, 3	Formative			Summative
	Oct	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 2 Problem Statements:

School Processes & Programs
<b>Problem Statement 3:</b> State reported discipline runs at approximately 40 out of placement incidents/6 week reporting period. <b>Root Cause:</b> Inconsistent implementation of campus wide discipline protocol.
Perceptions
<b>Problem Statement 2:</b> On the Fall 2024 Panorama Survey, we scored 36% in student belonging. This is in the 10th percentile when compared nationally to middle schools with similar free and reduced lunch demographics. <b>Root Cause:</b> Communication on how teachers can connect with students outside of the academic setting was limited.











### Perceptions

**Problem Statement 3:** Based on the Panorama Survey, 52% of students are engaged in classroom learning. While this is an increase of 4%, it is still 2% lower than the district average. **Root Cause:** Students battle multiple distractions including technology, social interactions, and the behavior of peers. Students may feel that lessons are not interesting or relevant to their daily lives.

## Guiding Objective 5: Optimize All Available Resources

**Goal 1:** By May 2024, BBMS will ensure 100% of financial and personnel resources are optimized and focused on meeting the needs of all students during the school year.

**Evaluation Data Sources:** Campus Budget  
TEAMS Reports

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide professional development to maintain a highly productive and effective teaching staff that impacts both student achievement and social-emotional well-being.  <b>Strategy's Expected Result/Impact:</b> Effective professional development will allow us to give staff members the tools to meet the needs of the students we serve.  <b>Staff Responsible for Monitoring:</b> Administrators and Campus Leadership  <b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 2, 3 <b>Funding Sources:</b> AVID Summer Institute - 211 Title I - 211-13-6411-00-047-99-000 - \$2,100, AVID National Conference - 211 Title I - 211-13-6411-00-047-99-000 - \$1,570, AVID National Conference - 211 Title I - 211-23-6411-00-047-99-000 - \$785, Principal's Institute/TASA Midwinter Conference - 211 Title I - 211-23-6411-00-047-99-000 - \$10,100, Principal's Institute - Session 6 Conference (N2 Learning Annual Conference 2025) - 211 Title I - 211-13-6411-00-047-99-000 - \$450	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Ensure campus purchases and budget align with the Campus Improvement Plan.  <b>Strategy's Expected Result/Impact:</b> This will allow resources to be tailored to students, family, and staff by specified need and ensure that all financial resources are adequately used to support student and teacher growth.  <b>Staff Responsible for Monitoring:</b> Administrators and Secretary  <b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 2, 3 - Perceptions 1, 2, 3	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Goal 1 Problem Statements:

Demographics
<p><b>Problem Statement 1:</b> The staff has engaged in limited professional development related to equity and culturally relevant instructional practices. <b>Root Cause:</b> Training was focused on the basics of classroom instruction and campus culture.</p> <p><b>Problem Statement 2:</b> There is a growing population of Special Education learners on campus from 13.48% in the 2022-2023 school year to 15.25% in the 2023-2024 school year. <b>Root Cause:</b> Students identified with dyslexia were reclassified from 504 services to Special Education services.</p>
Student Learning
<p><b>Problem Statement 1:</b> MAP Math data shows an increase of students in the does not meets achievement across all grade levels from Fall to Spring. <b>Root Cause:</b> Curriculum and rigor is not preparing students to perform on the STAAR assessment.</p> <p><b>Problem Statement 2:</b> MAP Math and Reading data shows a drop in achievement in the masters category from fall to spring in all grade levels. <b>Root Cause:</b> Classes are not meeting the level of rigor and are focusing on students in the DNM/Approaches categories.</p>
School Processes & Programs
<p><b>Problem Statement 1:</b> We are not consistent in lesson planning across campus in core content areas. <b>Root Cause:</b> Grade levels/departments were at varying levels of experience in lesson planning. We also moved to leveled classes requiring more preps for some teachers.</p> <p><b>Problem Statement 2:</b> As evidenced from MAP data, implementation of the curriculum is inconsistent across grade levels/teams. <b>Root Cause:</b> In some content areas, vertical alignment is not strong.</p> <p><b>Problem Statement 3:</b> State reported discipline runs at approximately 40 out of placement incidents/6 week reporting period. <b>Root Cause:</b> Inconsistent implementation of campus wide discipline protocol.</p>
Perceptions
<p><b>Problem Statement 1:</b> Teachers are confused about the co-teaching model. <b>Root Cause:</b> 50% of the campus co-teachers were new this year and there were many changes in the role of co-teaching this school year. Teachers need more training and clear expectations on highly effective co-teaching models.</p> <p><b>Problem Statement 2:</b> On the Fall 2024 Panorama Survey, we scored 36% in student belonging. This is in the 10th percentile when compared nationally to middle schools with similar free and reduced lunch demographics. <b>Root Cause:</b> Communication on how teachers can connect with students outside of the academic setting was limited.</p> <p><b>Problem Statement 3:</b> Based on the Panorama Survey, 52% of students are engaged in classroom learning. While this is an increase of 4%, it is still 2% lower than the district average. <b>Root Cause:</b> Students battle multiple distractions including technology, social interactions, and the behavior of peers. Students may feel that lessons are not interesting or relevant to their daily lives.</p>

# State Compensatory

## Budget for Bush Middle School

**Total SCE Funds:** \$113,500.00

**Total FTEs Funded by SCE:** 0

### Brief Description of SCE Services and/or Programs

The supplemental programs and services provided with SCE funds include activities such as: state assessment remediation, EOC interventions, Core-Subject Small Group Instruction, Emergent Bilingual Support, Credit Recovery Labs, AVID, and Summer School.



# Title I - Previous

## 1.1: Comprehensive Needs Assessment

A comprehensive needs assessment is conducted on an annual basis. Multiple data sources are used from various stakeholders (parents, administrators, teachers, and community members) via surveys, meeting participation, etc. The areas of assessment include demographics, student achievement, school processes and programs, and perceptions. The school-wide focus is on academic student achievement as measured by growth throughout the school year.

## 2.1: Campus Improvement Plan developed with appropriate stakeholders

A campus improvement plan is developed based on the comprehensive needs assessment findings. The plan is monitored throughout the year and adjustments are made to support the goals outlined in the CIP. Copies of the CIP are posted on the district's website and are shared with various stakeholders during meetings where adequate notice of meeting dates and participation is welcomed and encouraged.

## 2.2: Regular monitoring and revision

Throughout the year the campus improvement plan is monitored and adjusted to best support student achievement and related initiatives. The campus Leadership Team and Bush Middle School's Campus Improvement Committee are involved in monitoring and adjusting the campus improvement plan.

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

Information is available to parents and community members in an understandable format and language. The district and campus websites include a feature which translates all content. Fliers that are sent home include both English and Spanish. Community meetings are held in English and Spanish.

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

Progress monitoring of Math and Reading data is used to determine students in need of academic support. SNAP meetings are held regularly to determine which students are in need of Tier 2 & Tier 3 interventions. Parents are provided resources to help support student progress.

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

Based on need as identified via the SNAP process, additional learning time is provided during the school day and/or outside of the school day. Designated intervention times limit students missing core instruction.

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

Bush Middle School's CIP includes strategies to support all students, with an area of focus for students struggling with social emotional balance, bilingual emergent students and students receiving special education services.

## 3.1: Annually evaluate the schoolwide plan

A campus improvement plan is developed based on the comprehensive needs assessment finding. The plan is monitored throughout the year and adjustments are made to support the goals outlined in the CIP. Copies of the CIP are posted on the district's website and are shared with various stakeholders during meetings where adequate notice of meeting dates and participation is welcomed and encouraged.

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

Annually stakeholders, including parents, staff, and administrators, jointly develop a parent and family engagement policy to encourage partnership and participation in activities that foster relationships which support student achievement. Input is gathered via Campus Improvement Committee meetings and online survey, during the spring of the previous school year. Updated policies are reviewed and disseminated at the beginning of the school year via ParentSquare and orientation meetings.

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

There are multiple opportunities offered to parents in order to encourage participation in campus community meetings. These opportunities span different hours of the day in order to accommodate different schedules and they also span different formats including virtual meetings, face to face meetings, and recorded presentations.

## **Title I - Updated**

# Campus Improvement Committee

Committee Role	Name	Position
Classroom Teacher	Suzzan Stark	Math Teacher
Parent	Jenni Ensler	Parent
Non-classroom professional	Colleen Leshner	Counselor
Classroom Teacher	Jessica Kamerer	Social Studies Teacher
Classroom Teacher	Christine Towndrow	Orchestra Teacher
Community Representative	Destiny Lowery	Community Representative
Parent	Shenaz Nagpurwala	Parent
Business Representative	Charles Wiley	Business Representative
Parent	Dana Jones	Parent
Parent	Jim Jones	Parent
Classroom Teacher	DeShannon Richburg	Special Education Teacher
Classroom Teacher	Lindsey Burchfield	Social Studies Teacher
Classroom Teacher	Brett Mathis	Athletic Coordinator
Classroom Teacher	Laurel Ross	Math Teacher & Coach
Non-classroom Professional	Tiffany Bluit	Counselor
Non-classroom Professional	Leah Farda	Counselor
Classroom Teacher	Keely Massei	Science Teacher
Classroom Teacher	Doyle Williams	Science Teacher
Classroom Teacher	Micah Morris	AVID Coordinator
Classroom Teacher	Michelle Morris	ELAR Teacher
Classroom Teacher	Katie Thomson	Instructional Coordinator
Non-classroom Professional	Judith Paredes	Secretary
Administrator	Patrick Moroney	Assistant Principal
Administrator	Moniqueca Long	Assistant Principal
Administrator	Lacey Tilley	Principal

# 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	8/1/2024	Brian Moersch	8/8/2024
Child Abuse and Neglect	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Coordinated Health Program	Director of Athletics	7/16/2024	Renee Putter	7/16/2024
Decision-Making and Planning Policy Evaluation	Assistant Superintendent of Curriculum and Instruction	8/16/2024	Brian Moersch	8/16/2024
Disciplinary Alternative Education Program (DAEP)	Assistant Superintendent of Student Services	7/31/2024	Lance Hamlin	8/2/2024
Dropout Prevention	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Dyslexia Treatment Program	Director of Special Services	8/16/2024	Sara Roland	8/2/2024
Title I, Part C Migrant	Director of Federal Programs	7/8/2024	Lori Traynham	7/9/2024
Pregnancy Related Services	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Post-Secondary Preparedness	Coor College and Career/CTE		Aurora St. Laurent	8/9/2024
Recruiting Teachers and Paraprofessionals	Chief Human Resources Officer	7/17/2024	Brian Moersch	7/17/2024
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Student Welfare: Discipline/Conflict/Violence Management	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Texas Behavior Support Initiative (TBSI)	Assistant Superintendent of Support Services	8/2/2024	Sara Roland	8/2/2024
Technology Integration	Chief Technology Officer		Robin Stout	7/22/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Executive Director of Safety & Security	7/29/2024	Rachael Freeman	7/29/2024
Title I Parent Involvement Policy	Director of Federal Programs	7/8/2024	Lori Traynham	7/8/2024
ESSA Program Descriptions	Director of Federal Programs	7/8/2024	Lori Traynham	7/8/2024