College Station ISD

A&M Consolidated Middle School

2025-2026 Campus Improvement Plan

Accountability Rating: B

Distinction Designation
Academic Achievement in English Language Arts/Reading
Academic Achievement in Science
Academic Achievement in Social Studies
Top 25 Percent: Comparative Academic Growth
Postsecondary Readiness



Board Approval Date: September 16, 2025
Public Presentation Date: September 16, 2025

Mission Statement

Through personal discovery, we learn and therefore succeed.

Vision

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

AMCMS has approximately 690 students and a diverse student population with 45% of the population being White, 30% being Hispanic, 15% African-American, 4% Asian, 4% two-or-more races, and the remaining students are Native American. 49% of students are designated at-risk, and 45% of our students participate in our free or reduced lunch program. Our Emergent Bilingual population is consistent with around 16% of our students accounting for that demographic. AMCMS hosts an active student body with around 50% participating in Athletics, more than 50% taking non-required CTE courses, and about 30% involved in Band, Orchestra, or Choir. 54% of our Bobcats are enrolled in at-least one advanced level course. Our average class size falls between 25 and 27; the attendance rate maintains at 94-95% throughout the school year.

Special programs on the AMCMS campus include Life Skills, Adaptive Behavior, and CASL. Approximately 16% of our students are served through the Special Education program and approximately 14% are served through 504.

Student Demographics	Count	Percent
Gender		
Female	309	45.37%
Male	372	54.63%
Ethnicity		
Hispanic-Latino	205	30.10%
Race		
American Indian - Alaskan Native	5	0.73%
Asian	27	3.96%
Black - African American	109	16.01%
Native Hawaiian - Pacific Islander	2	0.29%
White	308	45.23%
Two-or-More	25	3.67%

Student Programs	Count	Percent
Dyslexia	78	11.45%
Gifted and Talented	94	13.80%
Regional Day School Program for the Deaf	1	0.15%
Section 504	92	13.51%
Special Education (SPED)	115	16.89%
Bilingual/ESL		
Emergent Bilingual (EB)	105	15.42%
Bilingual	0	0.00%
English as a Second Language (ESL)	97	14.24%
Alternative Methods for Bilingual Education	0	0.00%
Alternative Methods for ESL	6	0.88%
Title I Part A		
Schoolwide Program	681	100.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	0	0.00%
Neglected	0	0.00%

Student Indicators	Count	Percent
At-Risk	296	43.47%
Foster Care	0	0.00%
IEP Continuer	0	0.00%
Immigrant	7	1.03%
Intervention Indicator	33	4.85%
Migrant	0	0.00%
Military Connected	0	0.00%
Transfer In Students	20	2.9369%
Unschooled Asylee/Refugee	0	0%
Economic Disadvantage		
Economic Disadvantage Total	304	44.64%
Free Meals	259	38.03%
Reduced-Price Meals	45	6.61%
Other Economic Disadvantage	0	0.00%
Homeless and Unaccompanied Youth		
Homeless Status Total	8	1.17%
Shelter	0	0.00%
Doubled Up	6	0.88%
Unsheltered	0	0.00%
Hotel/Motel	2	0.29%
Not Unaccompanied Youth	8	1.17%
Is Unaccompanied Youth	0	0.00%

During the 2024-2025 school year, AMCMS averaged around 100 discipline incidents each six weeks with the majority of these incidents due to interpersonal conflict.

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

Demographics Strengths

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

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): In the last three years the percentage of students on free and/or reduced lunch has decreased 7% from 52% to 44%.
Root Cause: difficult to access form; language and application cumbersome; lots of clicks; enrollment - BOY or in the middle? if start late, new student orientation - everybody gets form

Problem Statement 2 (Prioritized): 110 black students; 36 black students on an IEP; 154 referrals from 36 black students on an IEP out of 274 referrals
Root Cause: top offenders are served through AB program; not learning social skills; teachers find it difficult and don't feel supported

Student Learning

Student Learning Summary

By Campus	Preliminary Percentage	Number	% Passed	% Did Not Meet	% Approaches	% Meets	% Masters	Total
AMCMS	Algebra I Online	122	100%	0%	5%	21%	74%	100%
AMCMS	Biology Online	6	100%	0%	0%	0%	100%	100%
AMCMS	English I Online	4	100%	0%	0%	0%	100%	100%
AMCMS	Grade 7 RLA Online	319	81%	19%	20%	23%	38%	100%
AMCMS	Grade 8 RLA Online	363	80%	20%	17%	21%	41%	99%
AMCMS	Grade 7 Math Online	189	41%	59%	23%	15%	4%	101%
AMCMS	Grade 8 Math Online	374	72%	28%	22%	27%	23%	100%
AMCMS	Grade 8 Science Online	362	77%	23%	23%	27%	27%	100%
AMCMS	Grade 8 Social Studies Online	365	61%	39%	24%	14%	22%	99%

Student Learning Strengths

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

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Teachers perception data "Teachers hold high expectations for student learning." - teachers rated mostly 3's on a scale of 1-5
Root Cause: inconsistencies in classrooms; lack of goal setting; gaps in instructional skills or best practices

School Processes & Programs

School Processes & Programs Summary

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

During the 2023-2024 school year, AMCMS was part of the Guiding Coalition Cohort 1 for CSISD. We continue that professional development by providing opportunities for our Guiding Coalition to meet monthly with the Leadership Team and facilitate learning opportunities for teachers during Staff Development. AMCMS also offers involvement opportunities for faculty with available Committees such as Culture, Community, and Social-Emotional-Learning. During the 2024-2025 school year, we were trained on Behavior Solutions and will fully implement the process during the 2025-2026 school year with a schoolwide Behavior Matrix, Behavior Flowchart, specialized Tiered interventions for behavior and academic support, and continued professional development opportunities for our teachers.

School Processes & Programs Strengths

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): lack of a schoolwide system to educate teachers on consistent behavior expectations
Root Cause: different rules in each classroom; multiple different programs implemented;

Problem Statement 2 (Prioritized): top three reasons for referrals - disruption of class, insubordination / disrespect, inappropriate behavior
Root Cause: lack of Tier I interventions in classrooms; lack of new teacher mentors - how to manage behaviors

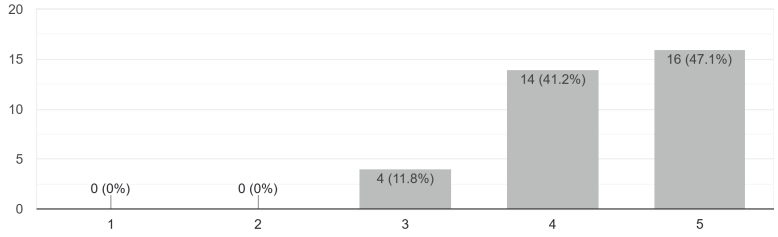
Problem Statement 3 (Prioritized): Teachers perception data "Teachers hold high expectations for student learning." - teachers rated mostly 3's on a scale of 1-5
Root Cause: inconsistencies in classrooms; lack of goal setting; gaps in instructional skills or best practices

Perceptions

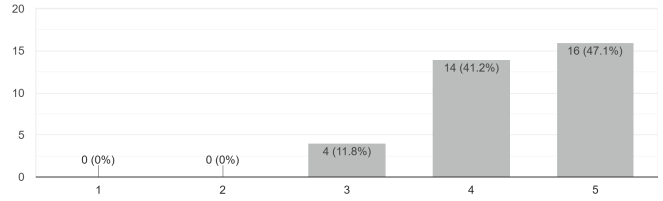
Perceptions Summary

AMCMS staff completed a perception survey in the fall of 2024.

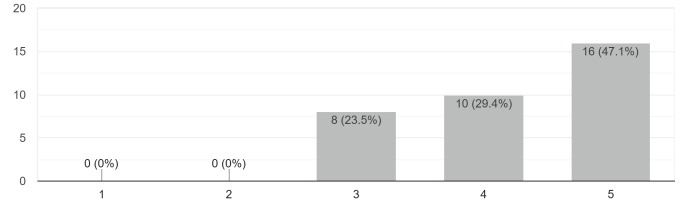
The education offered to students at AMCMS is meaningful and relevant.
34 responses



Teachers use a variety of teaching strategies and learning activities to help students learn.
34 responses

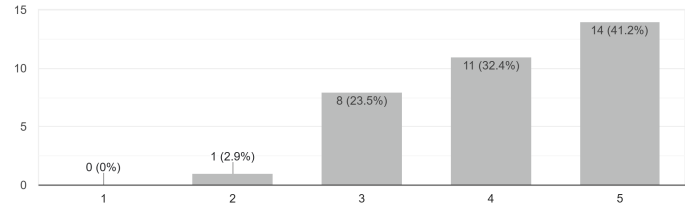


Teachers hold high expectations for student learning.
34 responses



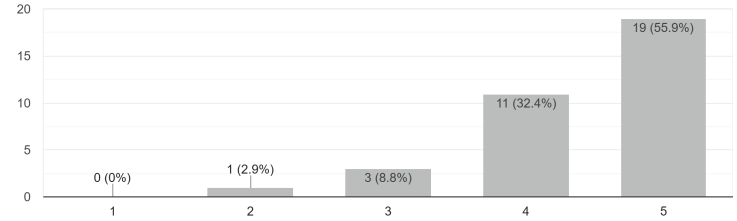
In addition to multiple choice and written assessments, students are provided with a variety of ways to show their learning (e.g., projects, presentations, portfolios).

34 responses



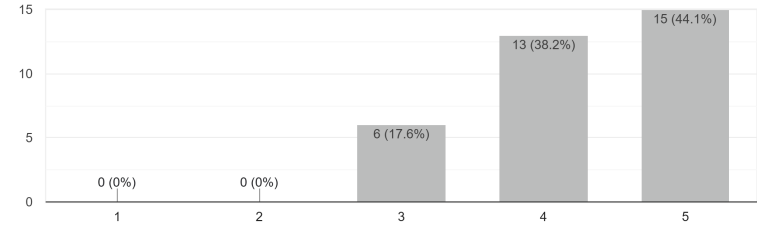
Teachers are willing to give students individual help outside of class time.

34 responses



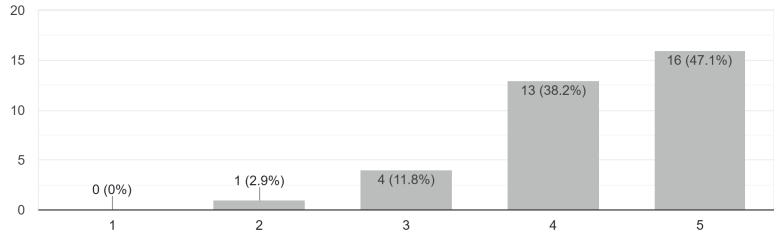
AMCMS offers learning opportunities that support the full range of student abilities.

34 responses



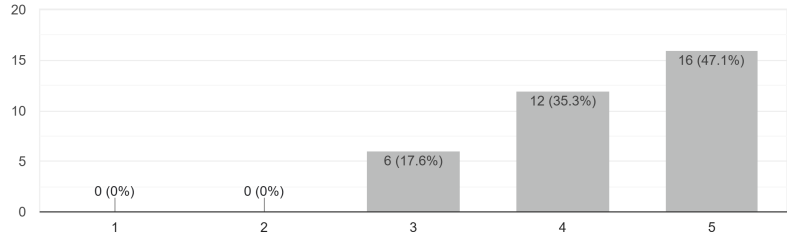
AMCMS recognizes the achievements of students for all types of accomplishments.

34 responses



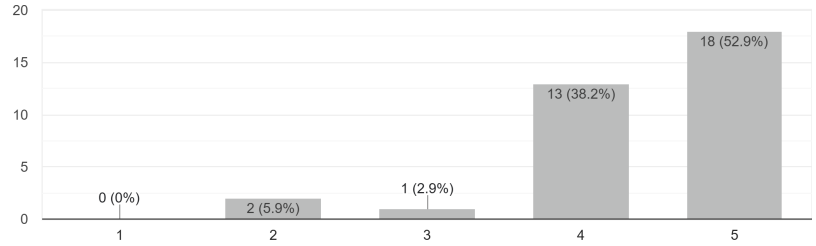
Effective procedures are in place to support communication with parents.

34 responses



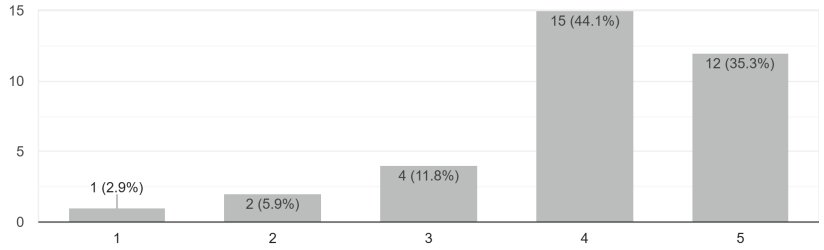
At AMCMS, students have access to a variety of resources to help them succeed in their learning, such as technology, media centers, and libraries.

34 responses



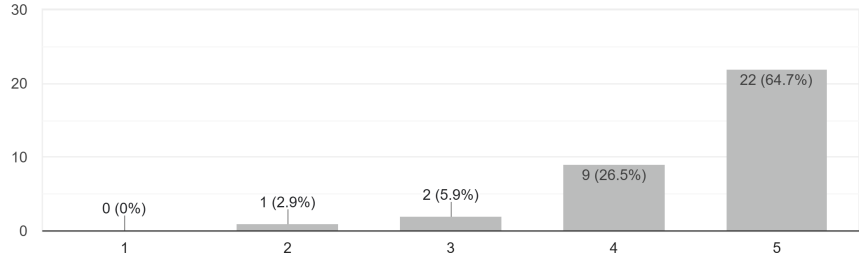
AMCMS facilities are adequate to support students' learning needs.

34 responses



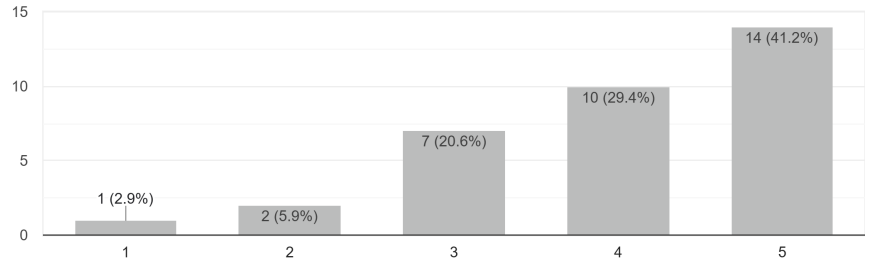
Students and staff at our school are treated with respect, regardless of race, religion or gender.

34 responses



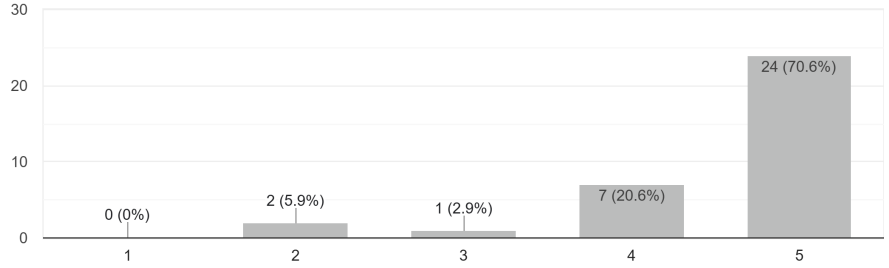
School rules apply fairly to all students.

34 responses



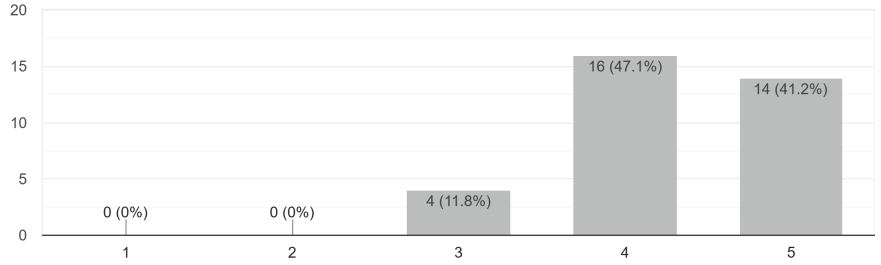
Adequate security measures are in place at AMCMS.

34 responses



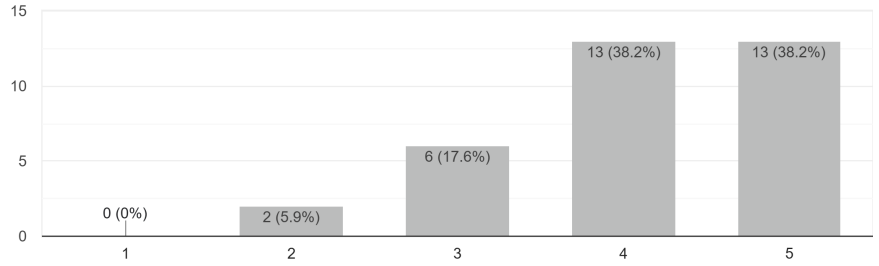
AMCMS has a clear mission and goals that provide the staff with a common purpose and sense of direction.

34 responses



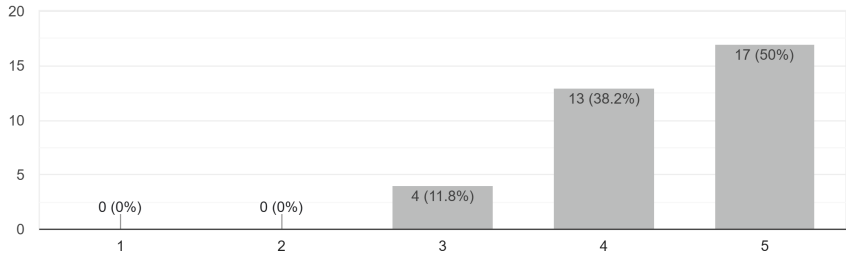
AMCMS uses data and research to make informed decisions.

34 responses



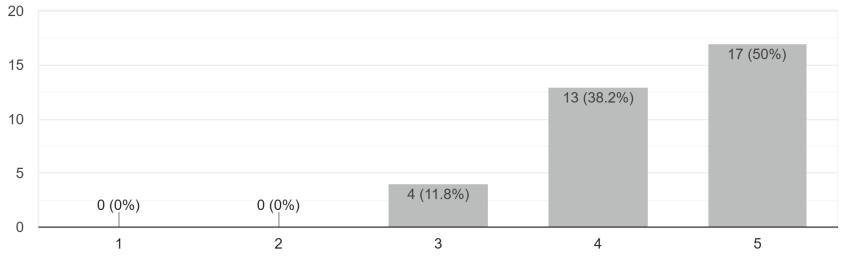
Poitive working relationships between teachers and administrators are supported in our school through mutual respect and effective communication.

34 responses



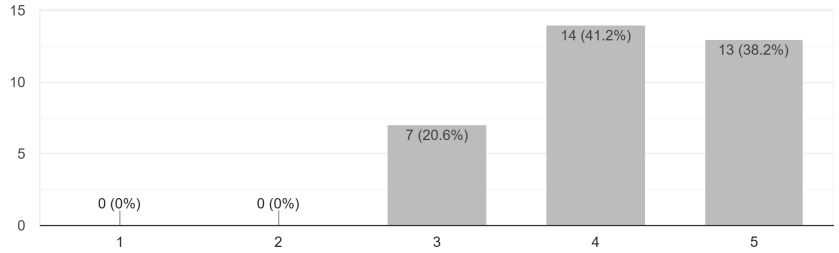
The administration at AMCMS provides teachers with adequate support.

34 responses



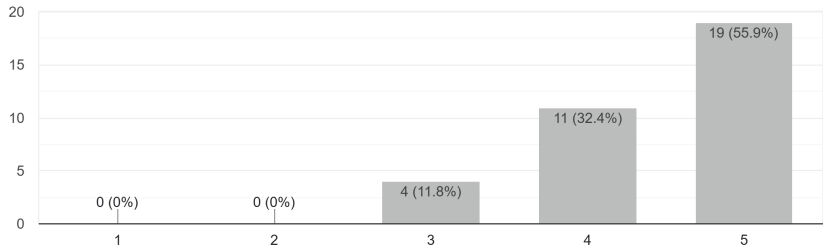
Discipline is addressed in a fair, consistent and timely manner.

34 responses



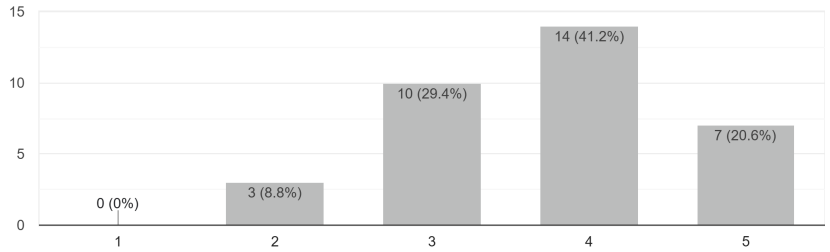
Innovative practices are supported and encouraged.

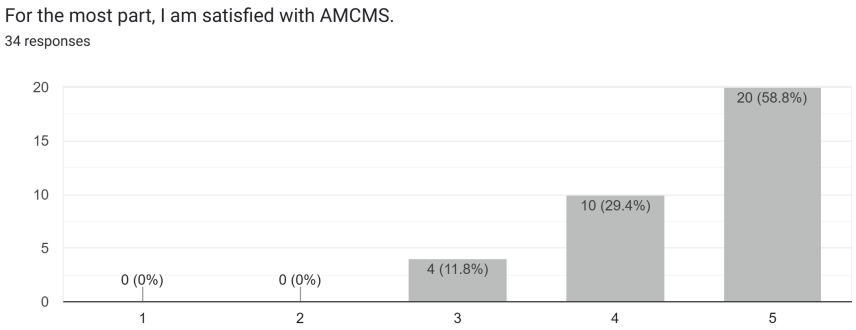
34 responses



Staff development sessions are relevant and useful.

34 responses





Parents are encouraged to participate in community events such as the Family Tailgate and Movie Night. Family Tailgate has historically been the highest attended event so last year a parent informational was be tied to it titled "Supports for Raising a Middle Schooler in a New World of Technology and Mental Health." We hope to continue these parent learning opportunities in the 25-26 school year and offer virtual options.

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

Perceptions Strengths

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

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Teachers perception data "Teachers hold high expectations for student learning." - teachers rated mostly 3's on a scale of 1-5
Root Cause: inconsistencies in classrooms; lack of goal setting; gaps in instructional skills or best practices

Priority Problem Statements

Problem Statement 1: In the last three years the percentage of students on free and/or reduced lunch has decreased 7% from 52% to 44%.

Root Cause 1: difficult to access form; language and application cumbersome; lots of clicks; enrollment - BOY or in the middle? if start late, new student orientation - everybody gets form

Problem Statement 1 Areas: Demographics

Problem Statement 2: 110 black students; 36 black students on an IEP; 154 referrals from 36 black students on an IEP out of 274 referrals

Root Cause 2: top offenders are served through AB program; not learning social skills; teachers find it difficult and don't feel supported

Problem Statement 2 Areas: Demographics

Problem Statement 3: lack of a schoolwide system to educate teachers on consistent behavior expectations

Root Cause 3: different rules in each classroom; multiple different programs implemented;

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: top three reasons for referrals - disruption of class, insubordination / disrespect, inappropriate behavior

Root Cause 4: lack of Tier I interventions in classrooms; lack of new teacher mentors - how to manage behaviors

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Teachers perception data "Teachers hold high expectations for student learning." - teachers rated mostly 3's on a scale of 1-5

Root Cause 5: inconsistencies in classrooms; lack of goal setting; gaps in instructional skills or best practices

Problem Statement 5 Areas: Student Learning - School Processes & Programs - 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
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions

Student Data: 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
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

- Parent engagement rate

Goals

Revised/Approved: April 15, 2025

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

Performance Objective 1: Increase 7th grade Math STAAR scores from 41% to 50% of students reaching the approaches grade level or above in the 2025-26 school year.

High Priority

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Addition of a Math Instructional Coach whose priority is working with teachers to improve class instruction through an emphasis on closing achievement gaps among economically disadvantaged population of students. **Strategy's Expected Result/Impact:** More targeted tiered intervention and teacher development **Staff Responsible for Monitoring:** MTSS, Math Instructional Coach, and Campus Principal **Title I:** 2.52, 2.534 **Problem Statements:** Student Learning 1 - School Processes & Programs 3 - Perceptions 1 **Funding Sources:** - 211 Title I, Part A - $1,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Teachers perception data "Teachers hold high expectations for student learning." - teachers rated mostly 3's on a scale of 1-5 **Root Cause**: inconsistencies in classrooms; lack of goal setting; gaps in instructional skills or best practices
School Processes & Programs
Problem Statement 3: Teachers perception data "Teachers hold high expectations for student learning." - teachers rated mostly 3's on a scale of 1-5 **Root Cause**: inconsistencies in classrooms; lack of goal setting; gaps in instructional skills or best practices

Perceptions

Problem Statement 1: Teachers perception data "Teachers hold high expectations for student learning." - teachers rated mostly 3's on a scale of 1-5 **Root Cause**: inconsistencies in classrooms; lack of goal setting; gaps in instructional skills or best practices

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

Performance Objective 1: Increase the percentage of 7th grade Math students scoring "approaches grade level" and above from 41% (24-25) to 50% (25-26).

High Priority

Evaluation Data Sources: MAP, STAAR, teacher data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Teachers will participate in weekly collaboration time with the instructional coach of his/her subject and the MTSS coordinator to better target Tiered Interventions. **Strategy's Expected Result/Impact:** Increase data-driven practices in the classroom. **Staff Responsible for Monitoring:** MTSS Coordinator, Instructional Coaches **Title I:** 2.52, 2.534 **Problem Statements:** Student Learning 1 - School Processes & Programs 1, 3 - Perceptions 1 **Funding Sources:** - 211 Title I, Part A - $1,094				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Teachers perception data "Teachers hold high expectations for student learning." - teachers rated mostly 3's on a scale of 1-5 **Root Cause**: inconsistencies in classrooms; lack of goal setting; gaps in instructional skills or best practices
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Problem Statement 1: lack of a schoolwide system to educate teachers on consistent behavior expectations **Root Cause**: different rules in each classroom; multiple different programs implemented;
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Perceptions
Problem Statement 1: Teachers perception data "Teachers hold high expectations for student learning." - teachers rated mostly 3's on a scale of 1-5 **Root Cause**: inconsistencies in classrooms; lack of goal setting; gaps in instructional skills or best practices

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

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

High Priority

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: The hiring of an additional USH teacher to alleviate the number of students in each class to address the needs of all students. **Strategy's Expected Result/Impact:** More targeted Tier 1 instruction **Staff Responsible for Monitoring:** MTSS, Instructional Coach, AP for History, and Campus Principal **Title I:** 2.52 **Problem Statements:** Student Learning 1 - School Processes & Programs 2, 3 - Perceptions 1 **Funding Sources:** USH teacher - 211 Title I, Part A - 6100 - $67,742				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: The new department head / USH teacher hire has a background in ELA. This will increase the focus of writing within USH classrooms to increase the quality of Tier I instruction. **Strategy's Expected Result/Impact:** More targeted Tier I instruction; ELA background in USH collaboration time **Staff Responsible for Monitoring:** MTSS Coordinator; Instructional Coaches **Title I:** 2.52, 2.534 **Problem Statements:** Student Learning 1 - School Processes & Programs 3 - Perceptions 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: Teachers perception data "Teachers hold high expectations for student learning." - teachers rated mostly 3's on a scale of 1-5 **Root Cause**: inconsistencies in classrooms; lack of goal setting; gaps in instructional skills or best practices

School Processes & Programs

Problem Statement 2: top three reasons for referrals - disruption of class, insubordination / disrespect, inappropriate behavior **Root Cause**: lack of Tier I interventions in classrooms; lack of new teacher mentors - how to manage behaviors

Problem Statement 3: Teachers perception data "Teachers hold high expectations for student learning." - teachers rated mostly 3's on a scale of 1-5 **Root Cause**: inconsistencies in classrooms; lack of goal setting; gaps in instructional skills or best practices

Perceptions

Problem Statement 1: Teachers perception data "Teachers hold high expectations for student learning." - teachers rated mostly 3's on a scale of 1-5 **Root Cause**: inconsistencies in classrooms; lack of goal setting; gaps in instructional skills or best practices

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

Performance Objective 1: Decrease the percentage of discipline incidents by 10% by the end of the 2025-2026 school year.

High Priority

Evaluation Data Sources: Eschool; On Data Suite

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: The continuation of a second full-time counselor to work with students on social skills and conflict-resolution strategies. **Strategy's Expected Result/Impact:** A decrease in the number of referrals and repeat referrals. **Staff Responsible for Monitoring:** MTSS Coordinator, Counselor, Principal, Assistant Principal **Title I:** 2.531 **Problem Statements:** Demographics 2 - School Processes & Programs 2 **Funding Sources:** Counselor - 211 Title I, Part A - 6100 - $83,921				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Through our campus community nights, there will be an adult / parent education component that will be focused general parent education and mental health issues our student population faces. **Strategy's Expected Result/Impact:** Increased parental involvement **Staff Responsible for Monitoring:** Campus Principal, Lead Counselor, and AP's **Title I:** 2.531 **Problem Statements:** Demographics 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Introduction and use of Behavior Solutions RtI tiered supports to provide teachers with targeted behavioral intervention resources. **Strategy's Expected Result/Impact:** decrease the number of referrals and students with repeat offenses **Staff Responsible for Monitoring:** MTSS Coordinator, Counselor, Campus Principal and Assistant Principals **Title I:** 2.51, 2.52, 2.533 **Problem Statements:** Demographics 2 - School Processes & Programs 1, 2 **Funding Sources:** - 211 Title I, Part A - $675				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: In the last three years the percentage of students on free and/or reduced lunch has decreased 7% from 52% to 44%. **Root Cause**: difficult to access form; language and application cumbersome; lots of clicks; enrollment - BOY or in the middle? if start late, new student orientation - everybody gets form
Problem Statement 2: 110 black students; 36 black students on an IEP; 154 referrals from 36 black students on an IEP out of 274 referrals **Root Cause**: top offenders are served through AB program; not learning social skills; teachers find it difficult and don't feel supported
School Processes & Programs
Problem Statement 1: lack of a schoolwide system to educate teachers on consistent behavior expectations **Root Cause**: different rules in each classroom; multiple different programs implemented;
Problem Statement 2: top three reasons for referrals - disruption of class, insubordination / disrespect, inappropriate behavior **Root Cause**: lack of Tier I interventions in classrooms; lack of new teacher mentors - how to manage behaviors

Title I

Campus Leadership Team

Committee Role	Name	Position
Non-classroom Professional	Jana Barrett	ELA & SS Instructional Coach
Non-classroom Professional	Stefanie Bean	Math &Science Instructional Coach
Classroom Teacher	Melinda Loggins	Fine Arts Dept. Head
Classroom Teacher	Maddie Runyon	PE/Health Department Head
Classroom Teacher	Matt Bywater	CTE/Electives Department Head
Classroom Teacher	Sarah Thibodeaux	English Department Head
Classroom Teacher	Christian Thibodeaux	Social Studies Department Head
Classroom Teacher	Meghan Ullmann	Science Department Head
Classroom Teacher	Courtney Hamon	Math Department Head
Administrator	Alex Cockrell	Counselor
Administrator	Ashley Stephens	Assistant Principal
Administrator	Lani Grall	Assistant Principal
Administrator	Omar Espitia	Principal

Campus Funding Summary

211 Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$1,000.00
2	1	1			$1,094.00
2	2	1	USH teacher	6100	$67,742.00
3	1	1	Counselor	6100	$83,921.00
3	1	3			$675.00
				Sub-Total	$154,432.00
				Budgeted Fund Source Amount	$154,432.00
				+/- Difference	$0.00
				Grand Total Budgeted	$154,432.00
				Grand Total Spent	$154,432.00
				+/- Difference	$0.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Student Services, School Counselors	9/12/2025	Jeff Mann	9/12/2025
Child Abuse and Neglect	Campus Administrators, Director of Human Resources	9/12/2025	Jeff Mann	9/12/2025
Coordinated Health Program	Director of Child Nutrition, Director of Special Programs	9/12/2025	Jeff Mann	9/12/2025
Decision-Making and Planning Policy Evaluation	Assistant Superintendent of Teaching and Learning, Chief of Staff & Leadership, Superintendent	9/12/2025	Jeff Mann	9/12/2025
Disciplinary Alternative Education Program (DAEP)	College View High School Principal, Director of Student Services	9/12/2025	Jeff Mann	9/12/2025
Dropout Prevention	Director of Student Services	9/12/2025	Jeff Mann	9/12/2025
Dyslexia Treatment Program	Executive Director of Special Services	9/12/2025	Jeff Mann	9/12/2025
Title I, Part C Migrant	Director of Federal and State Programs	9/12/2025	Jeff Mann	9/12/2025
Pregnancy Related Services	Director of Federal and State Programs	9/12/2025	Jeff Mann	9/12/2025
Post-Secondary Preparedness	Director of Student Services	9/12/2025	Jeff Mann	9/12/2025
Recruiting Teachers and Paraprofessionals	Director of Human Resources	9/12/2025	Jeff Mann	9/12/2025
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Special Services	9/12/2025	Jeff Mann	9/12/2025
Student Welfare: Discipline/Conflict/Violence Management	Director of Student Services, Campus Administration	9/12/2025	Jeff Mann	9/12/2025
Texas Behavior Support Initiative (TBSI)	Executive Director of Special Services	9/12/2025	Jeff Mann	9/12/2025
Technology Integration	Director of Digital Learning	9/12/2025	Jeff Mann	9/12/2025
Job Description for Peace Officers, Resource Officers & Security Personnel	Director of Safety & Risk Management, Superintendent, School Board	9/12/2025	Jeff Mann	9/12/2025