College Station ISD

College Station Middle School

2025-2026 Campus Improvement Plan

Accountability Rating: B

Distinction Designation
Academic Achievement in Science
Academic Achievement in Social Studies

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

Mission Statement

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

Vision

All Knights will become critical thinkers, noble citizens, and contributing members of their community. CSMS will set the standard for others to follow.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

College Station Middle School serves a diverse student population of 593 students. The student body is nearly evenly split by gender, with 50.59% female and 49.41% male. Racial and ethnic demographics include 50.42% White, 24.96% Hispanic, 13.66% Black/African American, 6.41% Asian, 2.70% identifying as two or more races, 1.01% American Indian, and 0.84% Hawaiian or Pacific Islander. The campus also supports 5.23% of students who are English Language Learners (ELL) and 18.55% who receive special education services, reflecting a commitment to meeting a wide range of academic and support needs.

Demographics Strengths

At College Station Middle School, we take pride in serving a diverse student population of 593 students, which enriches our learning environment and fosters a culture of inclusivity and mutual respect. The nearly even gender distribution, with 50.59% female and 49.41% male students, ensures balanced representation and opportunities for all students to engage and excel in various academic and extracurricular activities.

Our school is a vibrant tapestry of racial and ethnic diversity, with 50.42% of our students identifying as White, 24.96% as Hispanic, 13.66% as Black/African American, 6.41% as Asian, 2.70% as two or more races, 1.01% as American Indian, and 0.84% as Hawaiian or Pacific Islander. This diversity is a cornerstone of our educational philosophy, as it allows students to learn from one another's experiences and perspectives, preparing them for a global society.

We are dedicated to supporting the unique needs of all our students, including the 5.23% who are English Language Learners (ELL). Our ELL programs are designed to provide these students with the language skills necessary to succeed academically while also celebrating their cultural backgrounds. Additionally, 18.55% of our students receive special education services, and we are committed to providing individualized support and resources to ensure that every student has the opportunity to reach their full potential. This commitment reflects our broader mission to create an inclusive and supportive educational environment for all learners.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The number of referrals given to African American students is significantly disproportionate to other groups. 29% of all referrals were African American students. African American's comprise about 13 % of our student populations. So a third of our disciplien referrals come froem a smaller subset of our student population.
Root Cause: A lack of culturally responsive practices and inclusive behavior supports, combined with limited collaboration between general education and special education staff, may contribute to misunderstandings of student behaviors and an increase in referrals for historically marginalized groups.

Problem Statement 2: There is a need for more parent, family, and community involvement and support.
Root Cause: We have families that work multiple jobs, making it a challenge to be involved in school day activities.

Problem Statement 3 (Prioritized): African American and Hispanic students score substantially lower on math and reading than their peers.
Root Cause: A lack of culturally responsive practices and inclusive behavior supports, combined with limited collaboration between general education and special education staff, may contribute to misunderstandings of student behaviors and an increase in referrals for historically marginalized groups.

Student Learning

Student Learning Summary

As a school, we are pleased to report that we have experienced growth across all subjects. This indicates that our efforts to enhance teaching strategies and provide additional resources are beginning to yield positive results, and we are committed to continuing this upward trajectory.

However, it is important to acknowledge that our overall achievement in Math and Reading remains below our expectations, with proficiency rates at 47% and 49%, respectively. This highlights the need for targeted interventions and support to help our students reach their full potential in these critical areas.

When examining our data by demographic groups, it is evident that our African American students have shown low growth and achievement in both Math and Reading. This is a significant concern that we are addressing by implementing tailored support programs and engaging with families to better understand and meet the needs of these students.

While also demonstrating low achievement in Math and Reading, our Hispanic population is showing signs of growth. This is encouraging, and we are focused on sustaining and accelerating this progress through culturally responsive teaching practices and additional academic support.

Conversely, our White students have demonstrated high achievement but low growth in Reading and Math. This suggests that while these students perform well, there is room for further academic challenge and enrichment to ensure they continue advancing.

In Science, we are thrilled to report high growth across the board. This success is a testament to the dedication of our Science faculty and the effectiveness of our curriculum enhancements. We aim to replicate this success in other subject areas by analyzing and applying the proven effective strategies in Science.

Student Learning Strengths

Our school has demonstrated commendable growth across all subjects, which is a testament to our educators' dedication and our students' hard work. This growth indicates that our instructional strategies effectively reach students and foster an environment conducive to learning and improvement.

While our achievement levels in Math and Reading are currently at 47% and 49% respectively, this provides us with a clear focus for targeted interventions and support. It is crucial that we continue to build on the progress we have made and strive to elevate these achievement levels through tailored instructional methods and resources.

Our African American student population has shown low growth and achievement in both Math and Reading. This highlights an area where we must intensify our efforts to provide equitable educational opportunities and support. By implementing culturally responsive teaching practices and additional resources, we aim to enhance these students' learning experiences and outcomes.

While the Hispanic student population is currently experiencing low achievement in Math and Reading, it is showing promising growth. This positive trend suggests that our strategies are beginning to take effect, and we must continue to support and nurture this progress to ensure sustained improvement in their academic performance.

Our White student population has demonstrated high achievement but low growth in Reading and Math. This indicates that while these students are performing well, there is potential for further development. We must focus on challenging these students with more advanced and engaging material to stimulate continued growth and prevent stagnation.

Notably, we have achieved high growth across the board in Science, which is a significant accomplishment. This success reflects the strength of our science curriculum and the effectiveness of our teaching methods in this subject area. We will continue to build on this momentum to maintain and enhance our students' interest and proficiency in Science.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): All students are growing academically at minimal rates.
Root Cause: There is a need for quality strategies in teaching and effective planning in collabortive team meetings.

Problem Statement 2 (Prioritized): African American and Hispanic students score substantially lower on math and reading than their peers.
Root Cause: A lack of culturally responsive practices and inclusive behavior supports, combined with limited collaboration between general education and special education staff, may contribute to misunderstandings of student behaviors and an increase in referrals for historically marginalized groups.

School Processes & Programs

School Processes & Programs Summary

Our teachers have attended a variety of PD including Behavior Solutions, Solution Tree PLC, Classroom Mgmt, MTSS, etc. We implemented a Weekly Newsletter to parents and one for staff. Our Fine Arts program excelled in all areas including but not limited to... Our Athletics programs have also done well in regards to.... Lastly, we have done a variety of tech forward initiatives such as SPARK, Time to Climb, NearPod, etc.

School Processes & Programs Strengths

Give specific accolodes and accomplishments

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): All students are growing academically at minimal rates.
Root Cause: There is a need for quality strategies in teaching and effective planning in collabortive team meetings.

Problem Statement 2 (Prioritized): African American and Hispanic students score substantially lower on math and reading than their peers.
Root Cause: A lack of culturally responsive practices and inclusive behavior supports, combined with limited collaboration between general education and special education staff, may contribute to misunderstandings of student behaviors and an increase in referrals for historically marginalized groups.

Perceptions

Perceptions Summary

4 family engagement (Veteran's Day, STEM, Culture, Yes You Can) and EOY Parent Survey

Perceptions Strengths

give specific growth

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The number of referrals given to African American students is significantly disproportionate to other groups. 29% of all referrals were African American students. African American's comprise about 13 % of our student populations. So a third of our disciplien referrals come froem a smaller subset of our student population.
Root Cause: A lack of culturally responsive practices and inclusive behavior supports, combined with limited collaboration between general education and special education staff, may contribute to misunderstandings of student behaviors and an increase in referrals for historically marginalized groups.

Problem Statement 2 (Prioritized): CSMS did not meet the average attendance goal of 96%. The rate remains between 94% and 95% for the past 3 years. The chronic absence student rate has increased from 6.78% to 10.69% since 2023.
Root Cause: Limited family and student awareness of the impact of attendance on academic success, combined with inconsistent school-wide efforts, may contribute to decreased prioritization of regular attendance.

Problem Statement 3 (Prioritized): African American and Hispanic students score substantially lower on math and reading than their peers.
Root Cause: A lack of culturally responsive practices and inclusive behavior supports, combined with limited collaboration between general education and special education staff, may contribute to misunderstandings of student behaviors and an increase in referrals for historically marginalized groups.

Priority Problem Statements

Problem Statement 1: The number of referrals given to African American students is significantly disproportionate to other groups. 29% of all referrals were African American students. African American's comprise about 13 % of our student populations. So a third of our disciplien referrals come froem a smaller subset of our student population.

Root Cause 1: A lack of culturally responsive practices and inclusive behavior supports, combined with limited collaboration between general education and special education staff, may contribute to misunderstandings of student behaviors and an increase in referrals for historically marginalized groups.

Problem Statement 1 Areas: Demographics - Perceptions

Problem Statement 2: CSMS did not meet the average attendance goal of 96%. The rate remains between 94% and 95% for the past 3 years. The chronic absence student rate has increased from 6.78% to 10.69% since 2023.

Root Cause 2: Limited family and student awareness of the impact of attendance on academic success, combined with inconsistent school-wide efforts, may contribute to decreased prioritization of regular attendance.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: African American and Hispanic students score substantially lower on math and reading than their peers.

Root Cause 3: A lack of culturally responsive practices and inclusive behavior supports, combined with limited collaboration between general education and special education staff, may contribute to misunderstandings of student behaviors and an increase in referrals for historically marginalized groups.

Problem Statement 3 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 4: All students are growing academically at minimal rates.

Root Cause 4: There is a need for quality strategies in teaching and effective planning in collabortive team meetings.

Problem Statement 4 Areas: Student Learning - School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- STAAR 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
- Special education/non-special education population including discipline, progress and participation data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Revised/Approved: April 15, 2025

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

Performance Objective 1: By 05/2026, 100% of CSMS classrooms will implement new evidence-based strategies to connect students to the learning in meaningful ways.

Evaluation Data Sources: walkthrough and TTESS

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Teachers will intentionally post the daily learning objective/target where it can be easily seen and referenced by students throughout the lesson. **Strategy's Expected Result/Impact:** Posting and referencing learning objectives helps students stay focused, understand the purpose of the lesson, make connections, retain information, and track their progress. **Staff Responsible for Monitoring:** Instructional Coaches, Administrations **Problem Statements:** Demographics 3 - Student Learning 1, 2 - School Processes & Programs 1, 2 - Perceptions 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Teachers will consistently implement the First Five strategy within the first five minutes of each class period. **Strategy's Expected Result/Impact:** This will assist students in developing necessary responsibility skills by learning how to effectively use their planners, get themselves organized, and follow directions ensuring they are prepared for the upcoming lesson. **Staff Responsible for Monitoring:** Instructional Coaches, Administration **Targeted Support Strategy** **Problem Statements:** Demographics 3 - Student Learning 1, 2 - School Processes & Programs 1, 2 - Perceptions 3				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Student Goal Setting **Strategy's Expected Result/Impact:** Students will set clear, achievable goals and regularly reflect on their progress. This will foster ownership of learning, accountability, and motivation to improve. **Staff Responsible for Monitoring:** Instructional Coaches, Administration, Classroom Teachers				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: African American and Hispanic students score substantially lower on math and reading than their peers. **Root Cause**: A lack of culturally responsive practices and inclusive behavior supports, combined with limited collaboration between general education and special education staff, may contribute to misunderstandings of student behaviors and an increase in referrals for historically marginalized groups.
Student Learning
Problem Statement 1: All students are growing academically at minimal rates. **Root Cause**: There is a need for quality strategies in teaching and effective planning in collabortive team meetings.
Problem Statement 2: African American and Hispanic students score substantially lower on math and reading than their peers. **Root Cause**: A lack of culturally responsive practices and inclusive behavior supports, combined with limited collaboration between general education and special education staff, may contribute to misunderstandings of student behaviors and an increase in referrals for historically marginalized groups.
School Processes & Programs
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Problem Statement 2: African American and Hispanic students score substantially lower on math and reading than their peers. **Root Cause**: A lack of culturally responsive practices and inclusive behavior supports, combined with limited collaboration between general education and special education staff, may contribute to misunderstandings of student behaviors and an increase in referrals for historically marginalized groups.
Perceptions
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Goal 2: CSISD will elevate academic outcomes of historically underperforming student groups.

Performance Objective 1: By 05/2026, CSMS will decrease the disproportionality in referrals for African American students from 29.1% to 20% through targeted behavior support interventions.

High Priority

Evaluation Data Sources: Disproportionality rates in Analytics and Insights

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Implement a variety of strategies to promote positive change in behaviors across cultures and backgrounds including Restorative Practices, Tier 1 behavior structures and practices, and Tier 2 and 3 behavior interventions. **Strategy's Expected Result/Impact:** Staff will be better equipped to effectively promote positive behavior in the classroom and school environment whilst also decreasing negative behaviors within the diverse student population. **Staff Responsible for Monitoring:** Administration Title I Specialist MTSS Coach Title I Behavior Support **Title I:** 2.533 **Problem Statements:** Demographics 1 - Perceptions 1 **Funding Sources:** Title I Specialist - 211 Title I, Part A - $83,270, Title I Behavioral Support - 211 Title I, Part A - $20,350				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The number of referrals given to African American students is significantly disproportionate to other groups. 29% of all referrals were African American students. African American's comprise about 13 % of our student populations. So a third of our disciplien referrals come froem a smaller subset of our student population. **Root Cause**: A lack of culturally responsive practices and inclusive behavior supports, combined with limited collaboration between general education and special education staff, may contribute to misunderstandings of student behaviors and an increase in referrals for historically marginalized groups.

Perceptions

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

Performance Objective 2: By 05/2026, CSMS will increase the percentage of African American and Hispanic students achieving approaches on STAAR performance level in math from 26% to 31% and reading from 24% to 29%.

High Priority

Evaluation Data Sources: MAP data, STAAR results

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Allocate dedicated time during the school day for teachers to collaborate and plan targeted interventions for African American and Hispanic student populations. **Strategy's Expected Result/Impact:** Learning strategies will address a variety of learning needs. **Staff Responsible for Monitoring:** MTSS Coordinator, Instructional Coahces, Admin **Title I:** 2.51 **Problem Statements:** Demographics 3 - Student Learning 1, 2 - School Processes & Programs 1, 2 - Perceptions 3				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: African American and Hispanic students score substantially lower on math and reading than their peers. **Root Cause**: A lack of culturally responsive practices and inclusive behavior supports, combined with limited collaboration between general education and special education staff, may contribute to misunderstandings of student behaviors and an increase in referrals for historically marginalized groups.
Student Learning
Problem Statement 1: All students are growing academically at minimal rates. **Root Cause**: There is a need for quality strategies in teaching and effective planning in collabortive team meetings. **Problem Statement 2**: African American and Hispanic students score substantially lower on math and reading than their peers. **Root Cause**: A lack of culturally responsive practices and inclusive behavior supports, combined with limited collaboration between general education and special education staff, may contribute to misunderstandings of student behaviors and an increase in referrals for historically marginalized groups.

School Processes & Programs

Problem Statement 1: All students are growing academically at minimal rates. **Root Cause**: There is a need for quality strategies in teaching and effective planning in collabortive team meetings.

Problem Statement 2: African American and Hispanic students score substantially lower on math and reading than their peers. **Root Cause**: A lack of culturally responsive practices and inclusive behavior supports, combined with limited collaboration between general education and special education staff, may contribute to misunderstandings of student behaviors and an increase in referrals for historically marginalized groups.

Perceptions

Problem Statement 3: African American and Hispanic students score substantially lower on math and reading than their peers. **Root Cause**: A lack of culturally responsive practices and inclusive behavior supports, combined with limited collaboration between general education and special education staff, may contribute to misunderstandings of student behaviors and an increase in referrals for historically marginalized groups.

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

Performance Objective 3: By 05/2026, CSMS will utilize Title 1 Funds to support professional development and positively affect student learning outcomes, both academically and behaviorally.

High Priority

Evaluation Data Sources: MAP data, CFAs, discipline/behavior data, sign-in sheets, Professional Development participation, tutorial logs,

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Purchase books, supplies, and necessary resources for professional learning and tutoring at CSMS. **Title I:** 2.51, 2.53, 2.534 **Problem Statements:** Demographics 1 - Perceptions 1 **Funding Sources:** PD supplies and fees, tutorial supplies, academic tutors - 211 Title I, Part A - $33,540				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: The number of referrals given to African American students is significantly disproportionate to other groups. 29% of all referrals were African American students. African American's comprise about 13 % of our student populations. So a third of our disciplien referrals come froem a smaller subset of our student population. **Root Cause**: A lack of culturally responsive practices and inclusive behavior supports, combined with limited collaboration between general education and special education staff, may contribute to misunderstandings of student behaviors and an increase in referrals for historically marginalized groups.

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

Performance Objective 1: By 05/2026, CSMS will reduce the chronic absenteeism rate from 10.4% to 7% or lower.

High Priority

Evaluation Data Sources: attendance data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Implement a system where at-risk students check in weekly to discuss attendance and provide support. **Strategy's Expected Result/Impact:** This will help students recognize the impact of absences on their learning. **Targeted Support Strategy** **Problem Statements:** Perceptions 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Implementing the Roll Call Warrior initiative. **Strategy's Expected Result/Impact:** Students who maintain perfect attendance, have no tardies, and are passing all classes will receive incentives every six weeks to motivate regular school attendance. **Staff Responsible for Monitoring:** Title 1 Specialist **Targeted Support Strategy** **Problem Statements:** Perceptions 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: CSMS did not meet the average attendance goal of 96%. The rate remains between 94% and 95% for the past 3 years. The chronic absence student rate has increased from 6.78% to 10.69% since 2023. **Root Cause**: Limited family and student awareness of the impact of attendance on academic success, combined with inconsistent school-wide efforts, may contribute to decreased prioritization of regular attendance.

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

Performance Objective 2: By 05/2026, CSMS will intentionally plan and host multiple targeted family connection events.

Evaluation Data Sources: participation as observed by sign-in sheets and end of the year surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: We will host family nights that include STEM topics, cultural celebrations, and other events to include family and community members. **Strategy's Expected Result/Impact:** The more we involve parents and community members with our students and staff, the more connected they will feel, and the more they will support school, grades, and attendance. **Staff Responsible for Monitoring:** Administration and Learning Team **Problem Statements:** Demographics 3 - Student Learning 2 - School Processes & Programs 2 - Perceptions 2, 3				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: African American and Hispanic students score substantially lower on math and reading than their peers. **Root Cause**: A lack of culturally responsive practices and inclusive behavior supports, combined with limited collaboration between general education and special education staff, may contribute to misunderstandings of student behaviors and an increase in referrals for historically marginalized groups.
Student Learning
Problem Statement 2: African American and Hispanic students score substantially lower on math and reading than their peers. **Root Cause**: A lack of culturally responsive practices and inclusive behavior supports, combined with limited collaboration between general education and special education staff, may contribute to misunderstandings of student behaviors and an increase in referrals for historically marginalized groups.
School Processes & Programs
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Perceptions

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Problem Statement 3: African American and Hispanic students score substantially lower on math and reading than their peers. **Root Cause**: A lack of culturally responsive practices and inclusive behavior supports, combined with limited collaboration between general education and special education staff, may contribute to misunderstandings of student behaviors and an increase in referrals for historically marginalized groups.

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

Performance Objective 1: By 05/2026, 100% of CSMS teachers will integrate at least one technology-based instructional strategy (interactive presentations, digital formative assessments, collaborative platforms, etc.) in a minimum of 50% of their lessons.

Evaluation Data Sources: lesson plans, walkthrough data, T-TESS conferences

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Establish a peer observation system where teachers can observe and learn from colleagues who effectively integrate technology into reading instruction. **Strategy's Expected Result/Impact:** Teachers will grow in their efficacy of technology implementation in lessons. **Staff Responsible for Monitoring:** Admin and instructional coaches. **Problem Statements:** Student Learning 1 - School Processes & Programs 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: All students are growing academically at minimal rates. **Root Cause**: There is a need for quality strategies in teaching and effective planning in collabortive team meetings.
School Processes & Programs
Problem Statement 1: All students are growing academically at minimal rates. **Root Cause**: There is a need for quality strategies in teaching and effective planning in collabortive team meetings.

Campus Funding Summary

211 Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1	Title I Specialist		$83,270.00
2	1	1	Title I Behavioral Support		$20,350.00
2	3	1	PD supplies and fees, tutorial supplies, academic tutors		$33,540.00
				Sub-Total	$137,160.00
				Budgeted Fund Source Amount	$137,160.00
				+/- Difference	$0.00
				Grand Total Budgeted	$137,160.00
				Grand Total Spent	$137,160.00
				+/- 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