

Denison Independent School District

B McDaniel Intermediate School

2025-2026 Campus Improvement Plan

Accountability Rating: C



Mission Statement

The mission of the Denison Independent School District is to ensure quality learning for all students...so that upon graduation they will be prepared to assume the roles and responsibilities of productive adult citizens in our society.

Vision

The vision of the Denison Independent School District is to:

Prepare for and Embrace growth

Protect the Culture

Value our Stakeholders

Be the District of Choice

Value Statement

WE BELIEVE: Our students are unique and valuable individuals capable of higher levels of learning.

Therefore, our commitment is to:

- Maintain high expectations so that students take responsibility for their learning.
- Design learning experiences to accommodate students' mastery of tasks in different ways and at different times.
- Expect students to assume responsibility for behaviors and actions.
- Provide each student the information, assistance, and support that enable him or her to develop educational and career goals.

WE BELIEVE:

Every employee of this district has the responsibility to provide and support quality learning experiences for student success.

Therefore our commitment is to:

- Focus on our core business - student learning.
- Provide clear and compelling understanding of what students are expected to know and be able to do.
- Design rigorous, engaging work that leads students to higher levels of learning.
- Collaborate through professional learning communities to provide quality learning experiences.
- Provide a safe, trusting environment for learning.
- Develop teachers as leaders of students-leading by inspiring, facilitating, encouraging, and nurturing.
- Monitor and assess student learning continuously.
- Provide support for student success-"Whatever It Takes!"

WE BELIEVE:

Public education provides the opportunities and experiences that enrich lives and are essential to the success of our community and country.

Therefore our commitment is to:

- Collaborate with families, businesses, and government and education agencies to develop a partnership between the community and school in order to support public education for a mutual benefit.
- Expect and enable parents to play an active role in education by monitoring their children's performance and working collaboratively and positively to maximize their children's experiences.
- Serve as good stewards of resources provided by the community.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

B. McDaniel Intermediate school, a twelve year Intermediate campus, currently serves approximately 750 students in fifth and sixth grades. Student enrollment in 2023-2024 ended at 695. Student demographics reported on the 2023-24 TAPR report campus profile shows that B McDaniel has 8.8% African American, 24.5% Hispanic, 9.5% two or more races, and 55.8% Caucasian. Sixty-six % (459) of students are economically disadvantaged and 45.2% are identified as at-risk. All Students are provided a free breakfast and lunch. Student enrollment also includes 21.0 % receiving special education services, 11.7% English learners, and 15% students with dyslexia. The attendance rate is 94.3%, which was above the the previous year. The campus mobility rate is 14.4%

According to the 2023-2024 TAPR, professional staff makes up 86.2% of the total staff and 13.8% are educational aides. Professional staff includes 76.2% teachers, 7.2% professional support, and 2.8% administration. Staff demographics include 13.5% African American, 3.7% Hispanic, 77.4% Caucasian, and 0% American Indian. All but one teachers hold appropriate teaching degrees, 71.6% have a Bachelor's degree, and 26.5% have a Master's degree. In 2023-2024, 8.8% of teachers were beginning teachers, 25.9% had 1-5 years' experience, 21.3% had 6-10 years' experience, 15.8% had 11-20 years' experience, 13.7% had 21 - 30 years' experience, and 14.5% have over 30 years of experience.

In 2023-2024 the average class sizes for fifth grade was 18.3 and for sixth grade was 18.7.

Denison, Texas is a close-knit community with strong support for the school system. B. McDaniel Intermediate School has an active PTO board which supports and contributes to the activities of the school. The PTO regularly raises several thousand dollars as a gift to the school to be used for student success.

Demographics Strengths

At the time of the 2023-2024 TAPR, B. McDaniel had (26.5%) of its teachers holding a Master's degree and 65.3% of the staff had six or more years of teaching experience.

B. McDaniel Intermediate's class sizes on the 2023-2024 TAPR were below the state average in 5th and 6th grades (combined grades).

Problem Statements Identifying Demographics Needs

Problem Statement 1: The number of students qualifying for dyslexia has increased over the last three years.

Root Cause: The state and the district are placing a greater emphasis on providing support for students with reading disabilities.

Problem Statement 2 (Prioritized): B. McDaniel's student population has been growing by approximately 20 students a year for the past three years with approximately 50 more students in 2025 - 2026 on this campus.

Root Cause: The population of the City of Denison is steadily growing.

Problem Statement 3: B. McDaniel's ELAR did not meet Texas Education Agency 2019 Closing the Gap Status for Academic Achievement Status in the following areas: White, Two or more Races, EL,L.

Root Cause: The campus has been focusing on the African American groups heavily and therefore need Instructional Practices to target other groups needs and deficiencies. The growth in Reading from 5th to 6th grade is decreasing annually.

Problem Statement 4: B. McDaniel students identified with special learning needs (SpED, 504, ELL, At Risk) require additional and specialized support.

Root Cause: The special learning needs population has increased.

Problem Statement 5: The number of ESL students continues to increase for our campus.

Root Cause: We have more ELS/Bilingual ELL families moving in the district as population growth move north.

Problem Statement 6: The campus as a whole has not met the standard set by the state for student growth in Reading.

Root Cause: The target set by the state is a moving target. If we do not grow as much as the state expects then we do not meet the standards.

Problem Statement 7: The number of Bilingual students continues to increase for our campus.

Root Cause: We will continue to monitor these students and to encourage all teachers to place and ESL endorsement on their teaching certificates. There is a need to recruit Spanish speaking teachers and instructional aides for the growing number of ELL students. We have been successful at employing a bilingual secretary.

Student Learning

Student Learning Summary

B. McDaniel Intermediate School received an overall score of a C in the State Accountability System in 2024 - 2025. This rating is derived from the following domain areas. The campus scored a 79(c) in the Student Achievement Domain, an 85 (B) in School Progress Domain, and a 77(C) in Closing the Gaps Domain. In 2022-2023the B. McDaniel campus received no distinctions. When comparing STAAR scores we are equal to the state average or higher than the state averages.

2024-2024 STAAR scores are as follows:

5th Grade Reading: 75% Approaches, 53.0% Meets, 25.0% Masters

5th Grade Math: 68.0% Approaches, 42.0% Meets, 17% Masters

5th Grade Science: 61.0% Approaches, 28% Meets, 10% Masters

6th Grade Reading: 80% Approaches, 51% Meets, 23% Masters

6th Grade Math: 78% Approaches, 40% Meets, 12% Masters

2023-2024 STAAR scores are as follows:

5th Grade Reading: 80% Approaches, 53.0% Meets, 28.0% Masters

5th Grade Math: 84.0% Approaches, 48.0% Meets, 17% Masters

5th Grade Science: 69.0% Approaches, 41% Meets, 17% Masters

6th Grade Reading: 82% Approaches, 55% Meets, 19% Masters

6th Grade Math: 80% Approaches, 38% Meets, 17% Masters

2022-2023 STAAR scores are as follows:

5th Grade Reading: 80% Approaches, 51.0% Meets, 27.0% Masters

5th Grade Math: 83.0% Approaches, 47.0% Meets, 17% Masters
5th Grade Science: 68.0% Approaches, 40% Meets, 16% Masters
6th Grade Reading: 81% Approaches, 53% Meets, 18% Masters
6th Grade Math: 79% Approaches, 36% Meets, 16% Masters

2021-2022 STAAR scores are as follows:

5th Grade Reading: 81.0% Approaches, 53.0% Meets, 30.0% Masters
5th Grade Math: 78.0% Approaches, 45.0% Meets, 24% Masters
5th Grade Science: 69.0% Approaches, 41% Meets, 15% Masters
6th Grade Reading: 74% Approaches, 46% Meets, 24% Masters
6th Grade Math: 79% Approaches, 43% Meets, 17% Masters

No scores to report in 2019-2021 due to COVID 19

Student Learning Strengths

The following charts show our growth as a campus.

2022-2023 STAAR Scores

District-5th	State- 5th		District- 6th	State- 6th
80	80	Reading	74	69
51	50	Math	80	72
69	65	Science	N/A	N/A

Reading	DISD 2018	State 2018	DISD 2021	State 2021	DISD 2022	STATE 2022	DISD 2023	STATE 2023
5th	85	78	72	73	81	80	N/A	N/A
6th	65	66	66	62	74	69	N/A	N/A

*2022-2023 STAAR Scores for the state have not yet been updated/reported to date.

STAAR-Spring 2021-2022

		STAAR	STAAR	STAAR
		Reading	Reading	Reading
Group	Grade	Approaches-%	Meets - %	Masters - %
STATE	5	81	58	36
DENISON ISD	5	81	53	30
STATE	6	70	43	23
DENSION ISD	6	74	47	25

STAAR- Spring 2020-2021-Reading

Group	Grade	STAAR Reading Approaches-%	STAAR Reading Meets - %	STAAR Reading Masters - %
STATE	5	73	46	30
DENISON ISD	5	72	43	27
STATE	6	62	32	15
DENSION ISD	6	66	35	11

STAAR 2021-2022- MATH

Group	Grade	STAAR Math Approaches-%	STAAR Math Meets - %	STAAR Math Masters - %
STATE	5	77	48	25
DENISON ISD	5	80	46	24
STATE	6	73	39	16
DENSION ISD	6	80	43	17

STAAR -2020-2021- MATH

Group	Grade	STAAR Math <u>Approaches</u>-%	STAAR Math Meets - %	STAAR Math Masters - %
STATE	5	70	44	25
DENISON ISD	5	77	46	20
STATE	6	68	36	15
DENSION ISD	6	78	43	12

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Although there is academic growth on the campus, the achievement gap is widening.

Root Cause: As more students pass the state test the failure rate is more reflective of the gap widening.

Problem Statement 2: Hispanic students ELA/Reading scores did not meet Academic Achievement Status

Root Cause: The Hispanic population has grown to 22.5% of B. McDaniel student body. The inability to retain a consistent Bilingual teacher in the elementary school has had a major impact on the students success.

School Processes & Programs

School Processes & Programs Summary

B. McDaniel Intermediate School follows the district model of recruiting and retaining high quality teachers. Through PLCs, the district mentoring program, and the TTESS professional development and appraisal system, teachers are supported and given resources to continue professional growth. Staff at B. McDaniel Intermediate School are hired with the intent to fill positions with highly qualified staff who are dedicated to the success of students and working collaboratively with the rest of the staff. The assistant superintendent, principal, assistant principal, and (when possible) related staff to the open position are part of the interview process, giving as much campus input as possible.

B. McDaniel has had a history of staff stability. PLC's provide the structure for curriculum development and revision in Denison ISD. Teams of teachers, led by Curriculum Staff, have created a district developed curriculum that contains units of bundled Texas Essential Knowledge and Skills (TEKS) for each core area. Curriculum teams have written common formative assessments for each unit. Students are given two benchmarks during the year to prepare for state assessments. As needed, PLC's meet in the summer to revise units and assessments based upon data or changes in the TEKS. The district uses Eduphoria to house the curriculum. Professional development opportunities within and outside the district are plentiful, and all educators are expected to continue to seek learning that helps to hone their craft. Continuous professional development is an expectation: During each five years of employment, each administrator who has less than 30 hours of graduate credit beyond a master's degree, and each instructional staff person who has less than 30 hours of graduate credit beyond a bachelor's degree is expected to accumulate 60 hours of documented off-contract professional development credits.

Staff at B. McDaniel are encouraged to participate in various professional development opportunities and to share their knowledge in PLCs. These opportunities include both those provided and promoted by the district and Region 10, as well as those requested by staff related to their own professional development goals. B. McDaniel Intermediate School participates in the opportunities that best fit the needs of our teachers and students.

High expectations for student success are the basis for decisions made at B. McDaniel. A clear focus on student achievement has been established by the implementation of professional learning communities (PLCs) across the district. A weekly PLC time is designated at B. McDaniel for each grade level/subject area PLC, and curriculum department staff regularly visit to support the on-going professional dialogue and instructional planning. Teachers meet to analyze data, plan for instruction, adjust for student needs, and grow as professionals---all supported by principals and central office. In addition to PLCs, the district is committed to collaborative meetings, administrative and campus meetings, and research-based materials. There is an unyielding commitment to collaboration as an avenue for continuous improvement. At B. McDaniel that collaboration is facilitated by teacher membership on several campus committees and cadres on decision making, and maintaining dialogue between teachers and administrators.

Denison ISD is committed to providing technology for creating a learning community where: (a) students are as comfortable using technology as they are reading a book, listening to music, or watching a movie; (b) all teachers have the knowledge and skills to integrate technology into a curriculum that addresses students' specific needs and learning styles; (c) automation and efficiency of the District's business processes allows the focus to be on student education; (d) the District's schools provide immediate access to technology tools and applications, knowledgeable support staff and external resources to enhance the curriculum; and (e) parents, teachers, students and community members share information and resources. B. McDaniel supports all staff in the use of technology as much as they are able and comfortable implementing within their roles. All students have one-to-one device now.

At B. McDaniel, instructional time is valued and protected. The master schedule is reviewed each summer, with teacher input, with the intent to improve

instructional time. The building of the schedule is driven by a focus on academics, as is evidenced by the implementation of Homeroom Time. Planning periods for teachers are grouped by teams for daily collaboration. Both grade level homeroom time is used for tutoring, homework, HB 1416 tutoring and Friday's are reward days. All students in need of HB 1416 is addressed during homeroom at both grade levels in addition to scheduled Jacket Times at both grade levels for tutorials in Math, Science, Reading, and enrichment.

At both grade levels homeroom is also being utilized as a recess period for each subject once a week. Student responsibility is built and encouraged daily, as well as communicated to parents, in order to prepare students for the transition to Scott Middle School. PBIS is being implemented on the campus.

School Processes & Programs Strengths

Our B. McDaniel PLC meetings are steered by the 4 guiding questions and led by administrators and district curriculum specialists. Norms are established and teams are expected to focus on student success and growth during these PLC meetings.

For the 2025-2026 school year, B. McDaniel is continuing a Staff Shout-Out recognition system. B. McDaniel continues to provide positive climate building measures, such as a Snickers on pay-day, Special Programs Cadre with the United Way campaign, the Celebration and Unity Cadre's, staff luncheons, and Teacher of the Year nominations.

Denison ISD provides a strong and direct program to mentor teachers new to the district and specifically new to education. B. McDaniel has identified a Mentor Teacher Leader to assist experienced teachers who mentor a novice teacher. Assignment of a mentor teacher to a novice teacher is based on the assignment and strengths of both the mentor and novice, as well as the needs of the novice. While specific mentors are assigned, most staff work well together and offer support and encouragement as needed, not just as assigned. Knowledge gained at professional development sessions are readily shared by staff members with the campus. Staff frequently step up and offer their services as "experts" in areas where they feel they exhibit strengths.

Staff members collaborate to provide HB 1416 Homeroom and Jacket Time tutoring for our students. Teachers and staff are utilized as committee members whenever possible to facilitate ownership on campus initiatives.

B. McDaniel Intermediate's strengths related to technology include, but are not limited to, the following:

- Safety & Security improved through upgraded cameras and entry kiosk system.
- Every classroom has one or more teacher desktop computers, BENQ boards, a projector, a document camera, and a phone.
- DISD provides customized technology staff development throughout the year.
- Full-time Technical Support personnel and Tech Manager.
- Access to hardware such as Chromebooks, iPads and tablets
- Access to and the use of software and online programs such as: Remind, Think Through Math, Flowcabulary, Imagine Learning, IXL, and other educational programs
- Communication with community stakeholders through Remind, Parent square, School Website, Marquee, and other educational programs.
- Wireless access to the DISD network and Internet
- Fortigate firewall and a Websense Internet Content Filter for online safety and security

- One-to-One devices for every student

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Staff have voiced concerns regarding the lack of needed inclusion support

Root Cause: Increased enrollment, increased number of students served by special education, 504, ESL programs, and a shortage of inclusion staff have combined to create more difficult teaching circumstances in the classrooms. Also, finding dedicated, patient staff equipped to deal with this population is a struggle.

Problem Statement 2: Providing professional development on campus is difficult at B. McDaniel, except on designated district Work Days. This makes it difficult to provide professional development addressing whole campus needs during the school year.

Root Cause: Many B. McDaniel staff members have before or after school duties in other areas of the district or second jobs. This limits staff availability for professional development on campus. We have, however moved all PLC meetings to be included during the school day.

Problem Statement 3: Additional staff development opportunities for teachers to learn how to integrate technology into the curriculum.

Root Cause: Technology is ever evolving, however COVID-19 did stretch our ability to integrate technology, along with the concerns that one-to-one device use has created.

Perceptions

Perceptions Summary

High expectations for student success are the basis for decisions made in Denison ISD and at B. McDaniel Intermediate School. There is a clear focus on student achievement, established by our professional learning communities (PLC). Learning opportunities are non-negotiable, including time for PLC meetings and the support of curriculum specialists from our district administration. The time is spent analyzing data, planning instruction, adjusting or students needs, and learning as professionals through collaborative meetings, book studies, and campus meetings. There is an unyielding commitment to collaboration as an avenue for continuous improvement.

Our School Culture and Climate Strengths:

Our PLC meetings are guided by the four essential questions:

1. What do we expect our students to learn?
2. How will we know they are learning?
3. How will we respond if they don't learn?
4. How will we respond if they already know it?

We have implemented the PLC process and are continuing to grow in these processes. B. McDaniel continues to provide positive climate building measures, such as Snickers on paydays, nominations for district "Difference Makers," and student recognition.

According to the 2023-2024 TAPR Data the most current, B. McDaniel Intermediate School's attendance for 2023-2024 was 94.3%. This was largely impacted by a non-typical and severe flu season. Discipline referrals increased over the last three years. The offenses comprising the highest amount of referrals were Bus Referrals, Defiance, and Disrespect. However, in 2025-2026, on November 1st, there have been only 245 referrals. A threat Assessment Team has been established and a Security Resource Officer (SRO) is employed for B. McDaniel.

Offenses related to technology and drama have increased, due to the negative use of social media. B. McDaniel has implemented a "A Random Acts of Kindness" program. Students and staff are encouraged to do something positive to help others. That student is rewarded with recognition.

From the 2017-18 to 2018-19 school years, we had the following positions emptied/filled: 15 teachers, a new diagnostician, one new Reading Interventionists, an additional Journey room teacher, as well as 7 new paraprofessionals. The previous year, the following positions were emptied/filled due to retirement, while others were due to teachers moving districts in order to be closer to family. The staff does a phenomenal job of lending support to new teachers. Feedback from teachers indicates a positive, but unwavering staff climate. For the 2024-2025 school year we replaced over half of the fifth grade teachers (9), three sixth grade teachers, two SPED staff (teachers), two instructional aides, two new counselors, two new office staff, and a new School Resource Officer.

As of the 2025 - 2026 school year we have 5 new teachers at 5th grade, 7 new teachers at 6th grade, 2 new teachers in the PE area, 1 new teacher in the elective area, 2 new teachers in the SPED area, 7 new aides in SPED, 1 new counselor, and 1 new MTA teacher.

Perceptions Strengths

For the 2019-2020 school year, an attendance incentive program has been implemented. Students with perfect attendance during each semester will be rewarded with a chance to win a bicycle. Students at B. McDaniel have responded positively to the "Random Acts of Kindness" incentive program. This will continue in the 2025-2026 school year.

Teachers are provided time to plan and collaborate on lesson plans and as professional learning communities, and in addition, 5th grade and 6th grade has HB 1416 tutoring built into the regular school day schedule during homeroom.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parent and teacher frustrations sometimes arise due to the level of communication between school and home.

Root Cause: As a 5th and 6th grade campus, B. McDaniel is attempting to build responsibility and independence in our students in preparation for Middle School. This leads to a lower than desired level of communication from teachers and administrators to parents, due to an effort to increase responsibility on the student side. All students are given a "Planner" to ensure parent, teacher, student communication.

Problem Statement 2: Discipline related to drama and inappropriate behaviors initiated on social media consistently takes an increasingly large amount of time away from instruction.

Root Cause: Students use technology and social media outside of the school day then bring their conflicts to B. McDaniel.

Problem Statement 3: The classroom setting is the primary learning environment.

Root Cause: More support is necessary to keep students in the classroom programs. Pull-outs will be used as a last-resort. Tier II Response to Intervention process needs continued support and remains a major focus in each classroom.

Problem Statement 4: Students are less resilient when handling conflict and complex academic challenges.

Root Cause: Many students have not had to or have not been taught to deal with conflict, partly due to At-Home learning in the 2019-2020 and 2020-2021 school years. Many students expect their parents to defend their inappropriate behaviors.

Priority Problem Statements

Problem Statement 1: B. McDaniel's student population has been growing by approximately 20 students a year for the past three years with approximately 50 more students in 2025 - 2026 on this campus.

Root Cause 1: The population of the City of Denison is steadily growing.

Problem Statement 1 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- 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
- Closing the Gaps Domain
- 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 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 benchmark or common assessments data
- State-developed online interim assessments
- Intervention data

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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Class size averages by grade and subject
- School safety data
- Enrollment trends
- Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)
- School Behavioral Threat Assessment Data (Senate Bill 11)

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
- Staff mobility/stability
- Support structures: mentors
- Classroom and school walkthrough data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback
- Parent activity evaluations and feedback data

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Technology and resource allocation data

Goals

Goal 1: Every employee of the campus will work to provide quality learning experiences for student success

Performance Objective 1: Improve all students' academic performance. At least 70% of students will meet or exceed progress on all STAAR test.

Evaluation Data Sources: Students will meet or exceed mastery level in core content areas on Spring 2026 STAAR or meet or exceed previous performance levels on report cards.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Disaggregate data for all students, including at-risk. Strategy's Expected Result/Impact: PLC Minutes, Lesson Plans, Tutoring Plans, PEIMS Data Staff Responsible for Monitoring: All Staff Funding Sources: - 199 Regular Education - 6100, - 199 23 Special Education - 6100	Formative			Summative
	Nov	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Refine the curriculum in core academic areas. Strategy's Expected Result/Impact: Curriculum Documents Staff Responsible for Monitoring: Core Teachers, Director of Instruction, Curriculum Coordinators. Funding Sources: - 199 24 Compensatory Education, - 255 Title II, Part A, - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
	 Some Progress			

Strategy 3 Details	Reviews			
Strategy 3: Use PLC time to analyze data and formulate a plan for those who need improvement. Strategy's Expected Result/Impact: PLC Minutes Staff Responsible for Monitoring: Principal, Assistant Principal, Classroom Teachers, Special Education Teachers, Intervention Teachers Funding Sources: - 199 24 Compensatory Education, - 199 Regular Education, - 255 Title II, Part A, - 224 Special Education, - 199 23 Special Education, - 199 25 ESL	Formative			Summative
	Nov	Jan	Mar	May
	 Some Progress			
Strategy 4 Details	Reviews			
Strategy 4: Use PLC time to develop research-based engaging lessons to enhance learning and fidelity checks. Strategy's Expected Result/Impact: Lesson Plans, PLC Minutes Staff Responsible for Monitoring: Principal, Assistant Principal, Classroom Teachers, Special Education Teachers, Intervention Teachers. Funding Sources: - 199 23 Special Education, - 199 24 Compensatory Education, - 199 25 ESL, - 199 Regular Education, - 224 Special Education, - 255 Title II, Part A	Formative			Summative
	Nov	Jan	Mar	May
	 Moderate Progress			
Strategy 5 Details	Reviews			
Strategy 5: Collaboratively create, administer and disaggregate formative assessments with appropriate modifications. Strategy's Expected Result/Impact: Formative Assessments and benchmark exams will be used. Staff Responsible for Monitoring: Curriculum Coordinators, Classroom Teachers, Principal, Assistant Principal Funding Sources: - 255 Title II, Part A, - 199 23 Special Education, - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
	 Moderate Progress			
Strategy 6 Details	Reviews			
Strategy 6: Provide additional time, support, and opportunities for students who are not successful. Strategy's Expected Result/Impact: Lesson Plans, PLC Minutes, Homeroom Time, Before and After school Tutoring, Saturday School Tutoring, for HB 1416. Staff Responsible for Monitoring: Principal, Assistant Principal, Classroom Teachers Funding Sources: - 199 24 Compensatory Education, - 199 23 Special Education, - 199 25 ESL, - 199 Regular Education, - 224 Special Education, - 255 Title II, Part A, - 288 Indian Education Grant	Formative			Summative
	Nov	Jan	Mar	May
	 Moderate Progress			

Strategy 7 Details	Reviews			
Strategy 7: Provide enrichment opportunities for students who are initially successful (GT Program). Strategy's Expected Result/Impact: Lesson Plans, PLC Minutes Staff Responsible for Monitoring: Principal, Assistant Principal, Classroom Teachers. Funding Sources: - 199 21 Gifted and Talented, - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
	 Moderate Progress			
Strategy 8 Details	Reviews			
Strategy 8: Conduct annual Migrant identification, recruitment and verification. Strategy's Expected Result/Impact: Completed Surveys, Student History worksheet Staff Responsible for Monitoring: Principal, Counselors, Director of Special Programs Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
	 Moderate Progress			
Strategy 9 Details	Reviews			
Strategy 9: Implement and promote a Comprehensive School Health Program. Strategy's Expected Result/Impact: Copies of menus, Telehealth Staff Responsible for Monitoring: School Nurse, Food Service Manager Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
	 Considerable			
Strategy 10 Details	Reviews			
Strategy 10: Encourage teachers to incorporate emerging technology to improve student learning. Strategy's Expected Result/Impact: Lesson Plans, Classroom Observations, one to one devices. Staff Responsible for Monitoring: Principal, Assistant Principal Funding Sources: - 199 24 Compensatory Education, - 199 23 Special Education, - 199 25 ESL, - 199 Regular Education, - 255 Title II, Part A, - 199 21 Gifted and Talented, - 224 Special Education	Formative			Summative
	Nov	Jan	Mar	May
	 Considerable			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Every employee of the campus will work to provide quality learning experiences for student success

Performance Objective 2: Improve students' mathematical concepts and skills while preparing students for STAAR Exams.

Evaluation Data Sources: Percent of students who pass the appropriate grade level and subject area STAAR will increase by a minimum of 3%.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Provide additional learning time for struggling students in the form of before and after school tutoring; in-school intervention and remediation classes. Strategy's Expected Result/Impact: Tutoring Records, Response to Intervention Records, PLC Minutes, Homeroom Schedule, Jacket-Time, Federal System Safeguards. Staff Responsible for Monitoring: Campus Principal, Assistant Principal, Classroom Teachers, Intervention Teachers. Funding Sources: - 199 23 Special Education, - 199 24 Compensatory Education, - 199 25 ESL, - 199 Regular Education, - 224 Special Education, - 288 Indian Education Grant	Formative			Summative
	Nov	Jan	Mar	May
	 Considerable			
Strategy 2 Details	Reviews			
Strategy 2: Specifically focus on students' needs during intervention times. Strategy's Expected Result/Impact: Student Performance Reports, RTI Data, Homeroom and Jacket Time Staff Responsible for Monitoring: Classroom Teachers Funding Sources: - 199 23 Special Education, - 199 24 Compensatory Education, - 199 25 ESL, - 199 Regular Education, - 224 Special Education	Formative			Summative
	Nov	Jan	Mar	May
	 Considerable			
Strategy 3 Details	Reviews			
Strategy 3: Evaluate the effectiveness of in-school remedial programs. Strategy's Expected Result/Impact: Program Evaluations, Student Data Reports, Homeroom and Jacket Time, RTI, State Safeguards Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors, Instructional Staff, Intervention Teachers. Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
	 Considerable			

Strategy 4 Details	Reviews			
Strategy 4: Review and persistently implement RTI procedures. Work to Close the Academic Gap on campus Strategy's Expected Result/Impact: RTI packets, additional services provided to students who are struggling Staff Responsible for Monitoring: Counselors, Principal, Assistant Principal, Classroom Teachers, Intervention Teachers, Special Education Teachers. Funding Sources: - 199 Regular Education, - 199 25 ESL, - 199 23 Special Education	Formative			Summative
	Nov	Jan	Mar	May
	 Some Progress			
Strategy 5 Details	Reviews			
Strategy 5: Change instructional assignment to include resource class instruction and inclusion assistance. Strategy's Expected Result/Impact: ARD Minutes, IEP, State Safeguards Staff Responsible for Monitoring: Special Education teachers, Classroom teachers, campus administrators, ARD committees. Funding Sources: - 199 23 Special Education, - 199 Regular Education, - 224 Special Education	Formative			Summative
	Nov	Jan	Mar	May
	 Considerable			
Strategy 6 Details	Reviews			
Strategy 6: Examine the TEKS at each grade level and revise the curriculum, including common assessments, to meet the rigor expected by the state. Strategy's Expected Result/Impact: Curriculum Document(s) Staff Responsible for Monitoring: Director of Instruction, Principal, Teachers. Funding Sources: - 199 23 Special Education, - 199 Regular Education, - 224 Special Education, - 255 Title II, Part A	Formative			Summative
	Nov	Jan	Mar	May
	 Considerable			
Strategy 7 Details	Reviews			
Strategy 7: Complete and implement plans for remediation for all students demonstrating weakness in math. Strategy's Expected Result/Impact: Implementation Plans, Lesson Plans, Local and State Test Scores including STAAR Tests, State and Federal System Safeguards Staff Responsible for Monitoring: Director of Instruction, Principal, Teachers. Funding Sources: - 199 24 Compensatory Education, - 199 23 Special Education, - 199 25 ESL, - 199 Regular Education, - 224 Special Education, - 263 Title III, BIL/ESL	Formative			Summative
	Nov	Jan	Mar	May
	 Moderate Progress			

Strategy 8 Details	Reviews			
Strategy 8: Attend professional development sessions to improve math instructional strategies. Strategy's Expected Result/Impact: Lesson Plans, Attendance Registers. Staff Responsible for Monitoring: Principal, Director of Instruction, Math Teachers. Funding Sources: - 255 Title II, Part A, - 199 23 Special Education, - 199 Regular Education, - 199 25 ESL	Formative			Summative
	Nov	Jan	Mar	May
	 Some Progress			
Strategy 9 Details	Reviews			
Strategy 9: Focus on math remediation for Special Education students to improve their math performance. Strategy's Expected Result/Impact: Benchmark scores, unit assessments, state test scores, MAPS Testing, State Safeguards Staff Responsible for Monitoring: Special Education Teachers, Classroom Teachers, Intervention Teachers, Principal, Assistant Principal. Funding Sources: - 199 Regular Education, - 199 23 Special Education, - 224 Special Education	Formative			Summative
	Nov	Jan	Mar	May
	 Some Progress			
Strategy 10 Details	Reviews			
Strategy 10: Identify and provide specialized instruction for students with dyslexia, Strategy's Expected Result/Impact: Impact Reading performance will improve with specialized instructions Staff Responsible for Monitoring: Campus Principals, Dyslexia Coordinator, Director of Instruction, MTA Teachers Funding Sources: - 199 24 Compensatory Education, - 199 Regular Education, - 199 37 Dyslexia	Formative			Summative
	Nov	Jan	Mar	May
	 Moderate Progress			
Strategy 11 Details	Reviews			
Strategy 11: Provide materials to meet the needs of students in reading programs. Strategy's Expected Result/Impact: Funds will be appropriately allocated and managed to provide needed materials to improve instruction. Staff Responsible for Monitoring: Director of Instruction, Director of Special Programs, Director of Special Education, Director of Technology, Principals. Funding Sources: - 199 23 Special Education, - 199 24 Compensatory Education, - 199 25 ESL, - 199 Regular Education, - 224 Special Education, - 263 Title III, BIL/ESL	Formative			Summative
	Nov	Jan	Mar	May
	 Considerable			

Strategy 12 Details	Reviews			
Strategy 12: Provide targeted accelerated learning opportunities (small group tutoring, extended school year, etc.) for all students scoring at the Did Not Meet level in reading. Strategy's Expected Result/Impact: Improvement in reading skills will be evident with focused instruction in reading. Staff Responsible for Monitoring: Campus Principals, Classroom Language Arts Teachers Funding Sources: - 199 Regular Education, - 199 24 Compensatory Education, - 199 25 ESL, - 224 Special Education, - 282 ESSER III (ARP)	Formative			Summative
	Nov	Jan	Mar	May
	 Moderate Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Every employee of the campus will work to provide quality learning experiences for student success

Performance Objective 3: Improve students' science concepts and skills and prepare students for STAAR Science Exams.

Evaluation Data Sources: Percent of students who pass the appropriate STAAR Assessment will increase by a minimum of 5%.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Attend training sessions to prepare for the rigor and state expectations for STAAR Science. Strategy's Expected Result/Impact: Session Attendance Records Staff Responsible for Monitoring: Principal, Curriculum Coordinators, Director of Instruction Funding Sources: - 199 25 ESL, - 199 23 Special Education, - 199 Regular Education, - 255 Title II, Part A	Formative			Summative
	Nov	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Evaluate and modify the common assessments for each course as needed. Strategy's Expected Result/Impact: Updated Common Assessments Staff Responsible for Monitoring: Grade Level Science Staff, Principal, Curriculum Coordinators Funding Sources: - 199 23 Special Education, - 199 25 ESL, - 199 Regular Education, - 255 Title II, Part A	Formative			Summative
	Nov	Jan	Mar	May
	 Moderate Progress			
Strategy 3 Details	Reviews			
Strategy 3: Complete and implement plans for remediation for all students demonstrating weakness in science. Strategy's Expected Result/Impact: Lesson Plans, local and state test scores, State and Federal System Safeguards Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers Funding Sources: - 199 23 Special Education, - 199 24 Compensatory Education, - 199 25 ESL, - 199 Regular Education, - 224 Special Education, - 288 Indian Education Grant	Formative			Summative
	Nov	Jan	Mar	May
	 Moderate Progress			



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1: Every employee of the campus will work to provide quality learning experiences for student success

Performance Objective 4: Improve students' reading abilities and prepare students for STAAR Reading exams.

Evaluation Data Sources: Percent of students that pass STAAR Reading will increase by 5%.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Focus on Reading remediation for Special Education Students to improve reading performance. Strategy's Expected Result/Impact: Benchmark Scores, Common Assessment results, state test scores, State Safeguards, Reading Competitions. Staff Responsible for Monitoring: Principal, Assistant Principal, Special Education Teachers, Classroom Teachers, Intervention Teachers and Librarian. Funding Sources: - 199 Regular Education, - 224 Special Education, - 199 23 Special Education	Formative			Summative
	Nov	Jan	Mar	May
	 Moderate Progress			 Continue/Modify
Strategy 2 Details	Reviews			
Strategy 2: Attend staff development sessions to inform staff of test changes including an awareness of readiness supporting standards and improve reading strategies. Strategy's Expected Result/Impact: Session Attendance Records, Teacher Lesson Plans Staff Responsible for Monitoring: Director of Instruction, Curriculum Coordinators, Principal, Classroom Teachers Funding Sources: - 199 Regular Education, - 255 Title II, Part A	Formative			Summative
	Nov	Jan	Mar	May
	 Some Progress			
Strategy 3 Details	Reviews			
Strategy 3: Identify and provide specialized instruction for students with dyslexia. Strategy's Expected Result/Impact: Class Records, 504 Documents, State Safeguards Staff Responsible for Monitoring: Principal, Dyslexia Coordinator, Director of Instruction. Funding Sources: - 199 Regular Education, - 199 23 Special Education	Formative			Summative
	Nov	Jan	Mar	May
	 Considerable			

Strategy 4 Details	Reviews			
Strategy 4: Provide additional learning time in the form of in-school tutoring, reading intervention, Library Reading Initiative Strategy's Expected Result/Impact: Common Assessment and Benchmark Results, Report Cards, Accelerated Instruction Lesson Plans. Staff Responsible for Monitoring: Principal, Assistant Principal, Classroom Teachers. Funding Sources: - 199 23 Special Education, - 199 24 Compensatory Education, - 199 25 ESL, - 199 Regular Education, - 224 Special Education, - 288 Indian Education Grant	Formative			Summative
	Nov	Jan	Mar	May
	 Moderate Progress			
Strategy 5 Details	Reviews			
Strategy 5: Review and implement RTI procedures Strategy's Expected Result/Impact: RtI Packets Staff Responsible for Monitoring: Principal, Director of Instruction, Counselors. Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
	 Moderate Progress			
Strategy 6 Details	Reviews			
Strategy 6: Complete and implement plans for remediation for all students demonstrating weakness in reading. Strategy's Expected Result/Impact: Lesson Plans, Local and State test scores, Federal System and State Safeguards Staff Responsible for Monitoring: Principal, Classroom Language Arts Teachers, Social Studies Teachers Funding Sources: - 199 23 Special Education, - 199 24 Compensatory Education, - 199 25 ESL, - 199 Regular Education, - 224 Special Education, - 461 Campus Activity Funds	Formative			Summative
	Nov	Jan	Mar	May
	 Moderate Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Every employee of the campus will work to provide quality learning experiences for student success

Performance Objective 5: Enhance students' technology skills and abilities.

Evaluation Data Sources: Students will show an increase in technology skills and abilities.

Strategy 1 Details	Reviews			
Strategy 1: Review the state expectations for technology skills and provide professional development opportunities that enable teachers to deliver effective instruction strategies for all learners. Strategy's Expected Result/Impact: Student learning will increase for all learners. Staff Responsible for Monitoring: Principal, Technology department, Curriculum department, and Designated Trainers Funding Sources: - 255 Title II, Part A, - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
	 Considerable			
Strategy 2 Details	Reviews			
Strategy 2: Continue to use wireless access so computers can be used in places other than the computer labs. Strategy's Expected Result/Impact: Wireless Connectivity Staff Responsible for Monitoring: Director of Technology, Principal Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
	 Considerable			
Strategy 3 Details	Reviews			
Strategy 3: Engage learners through the use of technological tools to access, create, and share content as well as collaborate with other learners throughout the world. Strategy's Expected Result/Impact: Student products, Lesson Plans, One-to-One Devices. Staff Responsible for Monitoring: Director of Technology, Curriculum Department, classroom teachers, Campus Principal Funding Sources: - 199 21 Gifted and Talented, - 199 23 Special Education, - 199 24 Compensatory Education, - 199 25 ESL, - 199 Regular Education, - 224 Special Education, - 263 Title III, BIL/ESL	Formative			Summative
	Nov	Jan	Mar	May
	 Moderate Progress			

Strategy 4 Details	Reviews			
Strategy 4: Provide mobile technology and software to students and teachers to access, share, create,, collaborate, and accelerate skills and knowledge. Strategy's Expected Result/Impact: Students will have easy access to technological tools for use to improve learning. Staff Responsible for Monitoring: Director of Technology, Director of Special Programs, Campus Principals Funding Sources: - 199 Regular Education, - 224 Special Education, - 289 Title IV	Formative			Summative
	Nov	Jan	Mar	May
	Some Progress			
No Progress Accomplished Continue/Modify Discontinue				

Goal 1: Every employee of the campus will work to provide quality learning experiences for student success

Performance Objective 6: Improve Services for English Language Learners (ELL) including English as a Second Language (ESL) Students

Evaluation Data Sources: Students will be assigned to an ESL trained reading teacher. All teachers serving ELL students will be trained in ELPS and SIOPS and use these strategies. Imagine Learning and Reading Plus will be used as supplements.

Strategy 1 Details	Reviews			
Strategy 1: Continue to encourage teachers to obtain ESL certification Strategy's Expected Result/Impact: More ESL certifications. Staff Responsible for Monitoring: Director of Special Programs, Director of Instruction, Principal. Funding Sources: - 199 25 ESL, - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
	 Considerable			
Strategy 2 Details	Reviews			
Strategy 2: Train campus classroom teachers in English Language Proficiency Standards (ELPS) and Sheltered Instruction Observation Protocols (SIOP). Strategy's Expected Result/Impact: Completion of ELPS & SIOP Staff Responsible for Monitoring: Director of Special Programs Funding Sources: - 199 25 ESL, - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
	 Moderate Progress			
Strategy 3 Details	Reviews			
Strategy 3: Increase the quantity of quality reading selections for English Language Learners available in the the school library and throughout the school. Strategy's Expected Result/Impact: Books for English Language Learners available for checkout in the school library. Staff Responsible for Monitoring: Campus Administration, Campus Librarian, Bilingual Teacher. Funding Sources: - 263 Title III, BIL/ESL	Formative			Summative
	Nov	Jan	Mar	May
	 Considerable			

Strategy 4 Details	Reviews			
Strategy 4: Continued support of the bilingual program at the 5th and 6th grades Strategy's Expected Result/Impact: Continue 5th and 6th bilingual program Staff Responsible for Monitoring: Director of Special Programs, Director of Instruction, Principal, Textbook Coordinator, Bilingual Teacher. Funding Sources: - 199 25 ESL, - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
	 Considerable			
No Progress Accomplished Continue/Modify Discontinue				

Goal 1: Every employee of the campus will work to provide quality learning experiences for student success

Performance Objective 7: Prepare Students for College Readiness Skills

Evaluation Data Sources: Percent of students who graduate under the Foundation Plan with HB 5 Endorsements will increase by 2%.

Strategy 1 Details	Reviews			
Strategy 1: Analyze STAAR results for identified GT and advanced students. Strategy's Expected Result/Impact: Completed Documentation Staff Responsible for Monitoring: Curriculum Coordinators, Counselors, Teachers Funding Sources: - 199 21 Gifted and Talented, - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
	 Considerable			
No Progress Accomplished Continue/Modify Discontinue				

Goal 2: Create a campus-wide culture that is characterized by students who are responsible for their own learning, behaviors, and actions.

Performance Objective 1: Encourage respect for one another.

Evaluation Data Sources: Teacher and staff recognition of acts or kindness and compassion.

Strategy 1 Details	Reviews			
Strategy 1: Continue Random Acts of Kindness Program Strategy's Expected Result/Impact: Student behavior will reflect Rachel's philosophy of "Acts of Kindness." Staff Responsible for Monitoring: Director of Special Programs, Campus Principal, Counselors Funding Sources: - 199 Regular Education, - 483 Local Grant Funds	Formative			Summative
	Nov	Jan	Mar	May
	 Moderate Progress			
Strategy 2 Details	Reviews			
Strategy 2: Provide students the information, assistance, and support that enable them to take responsibility for their own learning. Strategy's Expected Result/Impact: Students will be responsible for their learning, be held accountable for their learning, and learning results will improve. Staff Responsible for Monitoring: Counselors, Classroom Teachers, Principals Funding Sources: - 199 Regular Education, - 199 21 Gifted and Talented, - 199 24 Compensatory Education	Formative			Summative
	Nov	Jan	Mar	May
	 Moderate Progress			
Strategy 3 Details	Reviews			
Strategy 3: Implement District RtI Behavior Procedures, PBIS Strategy's Expected Result/Impact: RTI Referral Packets, Follow PBIS model, and student behavior will improve. Staff Responsible for Monitoring: Director of Special Education, Campus Principal, Counselors Funding Sources: - 199 Regular Education, - 199 23 Special Education	Formative			Summative
	Nov	Jan	Mar	May
	 Moderate Progress			

Strategy 4 Details	Reviews			
Strategy 4: Inform all students, guardians, and staff of the expected behavior as stated in the District Campus Code of Conduct. Strategy's Expected Result/Impact: Parents will Read and Acknowledge receipt of Student Code of Conduct when enrolling on-line. Expected student behavior will be practiced and observed. Staff Responsible for Monitoring: Campus Principals, Classroom Teachers, Counselors. ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	May
	 Considerable			
Strategy 5 Details	Reviews			
Strategy 5: Provide best practice and research-based programs in the areas specified below: 1. Early mental health prevention and intervention; 2. Building skills related to managing emotions, establishing and maintaining positive relationships, and responsible decision-making; 3. Substance abuse prevention and intervention;\n 4. Suicide prevention, intervention, and after care; 5. Grief-informed and trauma-informed practices; 6. Positive school climates; 7. Positive behavior interventions and supports; 8. Positive youth development; and 9. Safe, supportive, and positive school climate. Strategy's Expected Result/Impact: Students receive support and care in social emotional learning. Staff Responsible for Monitoring: Superintendent, Assistant Superintendent, Director of Instruction, Director of Special Programs, District Counselors, Principals and Teachers. TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - 199 Regular Education, - 224 Special Education	Formative			Summative
	Nov	Jan	Mar	May
	 Moderate Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Create a campus-wide culture that is characterized by students who are responsible for their own learning, behaviors, and actions.

Performance Objective 2: Overall student attendance for all students will increase to 96% or better.

Evaluation Data Sources: Texas Academic Performance Report (TAPR) and PEIMS attendance reports.

Strategy 1 Details	Reviews			
Strategy 1: Monitor attendance Strategy's Expected Result/Impact: Student Attendance Reports, List of Students/Parents referred to justice court Staff Responsible for Monitoring: Assistant Superintendent of Administration, Campus Principal, Campus Counselors, Attendance Clerk, School Resource Officer Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
	 Moderate Progress			
Strategy 2 Details	Reviews			
Strategy 2: Provide parent counseling Strategy's Expected Result/Impact: Minutes and Registration of Parent Training Sessions/ Parents assist in their child's education and school success. Staff Responsible for Monitoring: Campus Counselors, Campus Principal Funding Sources: - 199 Regular Education, - 263 Title III, BIL/ESL	Formative			Summative
	Nov	Jan	Mar	May
	 Some Progress			
Strategy 3 Details	Reviews			
Strategy 3: Maintain nurse and counseling services on the campus. Strategy's Expected Result/Impact: All students have access to services that improve their well-being, provide guidance. Staff Responsible for Monitoring: Assistant Superintendent of Administration, Campus Principal, Director of Special Programs, Director of Special Education Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
	 Considerable			

Strategy 4 Details		Reviews			
Strategy 4: Improve attendance by monitoring and collaborating with parent, teachers, and school administrators. Strategy's Expected Result/Impact: Student attendance will improve and referrals to justice court system will decrease. Staff Responsible for Monitoring: Assistant Superintendent of Administration, Campus Principals, School Resource Officer, Campus Attendance Clerk Funding Sources: - 199 Regular Education		Formative			Summative
		Nov	Jan	Mar	May
		 Moderate Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue					

Goal 2: Create a campus-wide culture that is characterized by students who are responsible for their own learning, behaviors, and actions.

Performance Objective 3: Reduce the number of student disciplinary offenses by 3%.

Evaluation Data Sources: Disciplinary referrals will decline from the 2024-2025 school year.

Strategy 1 Details	Reviews			
Strategy 1: Inform all students, parents, guardians, and staff of the expected behavior as stated in the District/Campus Code of Conduct. Transportation department provide Discipline Management to drivers. Administrator at the buses each afternoon. Strategy's Expected Result/Impact: Less referrals for the 2023-2024 school year. Staff Responsible for Monitoring: Campus Principal, Assistant Principal Classroom Teachers Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Continue to provide an alternative staffing for students with severe and/or persistent misbehavior. Strategy's Expected Result/Impact: Pathways High School Staff Responsible for Monitoring: Assistant Superintendent for Administration, Director of Special Education, Director of Special Programs, Pathways Principal Funding Sources: - 199 23 Special Education, - 199 24 Compensatory Education, - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
	 Considerable			
Strategy 3 Details	Reviews			
Strategy 3: Address the increase in district bus referrals Strategy's Expected Result/Impact: Decrease in number of bus referrals Staff Responsible for Monitoring: Campus principals, Director of Transportation Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
	 Moderate Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Provide a safe and orderly school climate that is conducive to learning.

Performance Objective 1: Provide a safe campus environment.

Strategy 1 Details	Reviews			
Strategy 1: Continue to provide an alternative setting for students with severe and/or persistent misbehavior Strategy's Expected Result/Impact: Pathways High School, B. McDaniel Intermediate (ISS/ABC) Staff Responsible for Monitoring: Asst. Superintendent for Admin., Director of Special Education, ISS Teacher, Director of Special Programs, Pathways Principal Funding Sources: - 199 24 Compensatory Education, - 199 Regular Education, - 199 23 Special Education	Formative			Summative
	Nov	Jan	Mar	May
	 Considerable			
Strategy 2 Details	Reviews			
Strategy 2: Continue to implement the District Emergency Operation Plan Strategy's Expected Result/Impact: District Emergency Plan/Greater Safety for All. Staff Responsible for Monitoring: Asst. Superintendent for Business, Business Manager, Campus Principals, SRO. Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
	 Considerable			
Strategy 3 Details	Reviews			
Strategy 3: Educate and monitor minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber bullying awareness and response Strategy's Expected Result/Impact: Online Safety Documents/Students will be knowledgeable about appropriate online behavior and be aware of the dangers interacting on the campus internet and what it poses. Staff Responsible for Monitoring: Director of Technology, Campus Principals, Classroom Teachers Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
	 Considerable			

Strategy 4 Details	Reviews			
Strategy 4: Educate staff, parents and students on bullying prevention, policies and procedures Strategy's Expected Result/Impact: Copies of fliers and information shared with parents/Bullying incidences will decrease on campus. Staff Responsible for Monitoring: Director of Special Programs, Campus Principals, Classroom Teachers Funding Sources: - 199 Regular Education, - 255 Title II, Part A	Formative			Summative
	Nov	Jan	Mar	May
	 Moderate Progress			
Strategy 5 Details	Reviews			
Strategy 5: Provide Suicide Prevention training for counselors, teachers, nurses, administrators, and all other staff who regularly interact with students. Strategy's Expected Result/Impact: Sign-in Sheets/ Awareness of staff who work with student will recognize the potential signs. Staff Responsible for Monitoring: Asst. Superintendent for Admin., Director of Special Programs, Director of Instruction, Campus Administrators. Funding Sources: - 199 Regular Education, - 255 Title II, Part A	Formative			Summative
	Nov	Jan	Mar	May
	 Considerable			
Strategy 6 Details	Reviews			
Strategy 6: Kiosk to monitor security of outsiders to enter the building. Strategy's Expected Result/Impact: Alerts to computers, cell phones, and running log of visitors. Staff Responsible for Monitoring: Asst. Superintendent for Admin., Campus Principals, and office staff.	Formative			Summative
	Nov	Jan	Mar	May
	 Considerable			
Strategy 7 Details	Reviews			
Strategy 7: Annually train and inform staff, student, and parents regarding sexual abuse, sex trafficking, and other maltreatments. Strategy's Expected Result/Impact: All parties will be more aware of the behaviors that constitutes sexual misconduct, help them take steps to protect students, recognize signs of potential misconduct, report and investigate possible incidents, and support victims as they recover. Staff Responsible for Monitoring: Assistant Superintendent for Administration, Director of Special Programs, Director of Instruction.	Formative			Summative
	Nov	Jan	Mar	May
	 Accomplished			

Strategy 8 Details	Reviews			
Strategy 8: The campus will implement Standard Response Protocol (SRP) with fidelity. Strategy's Expected Result/Impact: Staff and students use a common vocabulary when responding to an emergency. Common language used, "1. Hold, 2. Secure, 3. Lock-down, 4. Evacuate, and 5. Shelter." Staff Responsible for Monitoring: Assistant Superintendent, campus principals, and teachers	Formative			Summative
	Nov	Jan	Mar	May
	 Considerable			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Collaborate with families, businesses, education and governmental agencies to develop a partnership between the community and the district.

Performance Objective 1: Improve parent communication.

Strategy 1 Details	Reviews			
Strategy 1: Parent notification will be sent for students being placed on Tier II or Tier III for remediation Strategy's Expected Result/Impact: Copies of letters, Notifications will keep parents informed and the placement will allow for specialized instruction to assist with remediation of skills. Staff Responsible for Monitoring: Campus Principals, Classroom Teachers, Counselors. Funding Sources: - 199 24 Compensatory Education, - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
	 Considerable			
Strategy 2 Details	Reviews			
Strategy 2: Parent letter will be sent for students identified as At-Risk in reading and math Strategy's Expected Result/Impact: Copies of letters Staff Responsible for Monitoring: Campus Principals, Classroom Teachers, Counselors. Funding Sources: - 199 24 Compensatory Education, - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
	 Considerable			
Strategy 3 Details	Reviews			
Strategy 3: Improve parent communication-Communicate information via Blackboard Connect, Twitter, Facebook, and the School Website. Strategy's Expected Result/Impact: Letters, Meeting Minutes, Meeting Attendance Records, Online Parent Viewer, Correspondence, Records of Home Visits and/or phone contacts, Student Handbook, Remind 101. Staff Responsible for Monitoring: Assistant Superintendent for Administration, Director of Special Programs, Campus Principals, Counselors. Funding Sources: - 199 Regular Education, - 199 23 Special Education, - 199 24 Compensatory Education	Formative			Summative
	Nov	Jan	Mar	May
	 Considerable			

Strategy 4 Details	Reviews			
Strategy 4: Conduct activities that provide parents the opportunity to play an active role in their student's learning experiences-strengthening ties between school and home. Strategy's Expected Result/Impact: Meeting Minutes, Record of Attendance, PTO Meetings, Activities provide opportunities for parents to assist in their child's education. Staff Responsible for Monitoring: Campus Principals, Classroom Teachers, Counselors, Director of Special Programs, PTO. Funding Sources: - 199 23 Special Education, - 199 24 Compensatory Education, - 199 25 ESL, - 199 Regular Education, - 199 21 Gifted and Talented	Formative			Summative
	Nov	Jan	Mar	May
	 Moderate Progress			
No Progress Accomplished Continue/Modify Discontinue				

Goal 4: Collaborate with families, businesses, education and governmental agencies to develop a partnership between the community and the district.

Performance Objective 2: Encourage parent involvement.

Evaluation Data Sources: Parent comments. PTO event participation.

Strategy 1 Details	Reviews			
Strategy 1: Through campus website and mail, provide a parent survey to gauge involvement and success. Strategy's Expected Result/Impact: Parent survey, more parental involvement. Staff Responsible for Monitoring: Campus Principals, Campus website coordinator, Classroom Teachers Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Translate documents in the home language of each child. Strategy's Expected Result/Impact: Translated documents Staff Responsible for Monitoring: Central admin., Campus admin., DISD Public Relations Office Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
	 Considerable			
Strategy 3 Details	Reviews			
Strategy 3: Continue the automated calling system for emergency situations. Strategy's Expected Result/Impact: Logs of calls Staff Responsible for Monitoring: Central admin., Campus admin., DISD Public Relations Office Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
	 Considerable			

Strategy 4 Details	Reviews			
Strategy 4: Provide access to student's grades and attendance online with the Grade book Parent Viewer Strategy's Expected Result/Impact: Online grade book Staff Responsible for Monitoring: Central admin., Campus admin., DISD Public Relations Office, Campus Principals. Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
	 Considerable			
Strategy 5 Details	Reviews			
Strategy 5: Assist 4th graders in the transition from elementary to intermediate and 6th graders from the intermediate to the Middle school campus. Strategy's Expected Result/Impact: Sign-in sheets, Transition plans for 4th and 6th graders, Attendance of tours of campus , schedule pick-up night for incoming 5th graders Staff Responsible for Monitoring: Elementary and Secondary admin., Elementary and Secondary counselors, Transition Cadre Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
	 Some Progress			
Strategy 6 Details	Reviews			
Strategy 6: Distribute information from the DISD Public Information Office in both print and online forms. Strategy's Expected Result/Impact: Copies of fliers, Spotlight on Education, Website Staff Responsible for Monitoring: DISD Public Relations Office Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
	 Considerable			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Move our campus from a "C" rating from the state to an "A" rating

Performance Objective 1: The focus will be on moving students from Did not Meet by 10%, Approaches to meets by 5%, and from Meets to Masters by 5%.

Evaluation Data Sources: STAAR results from the Spring 2026 testing period.

Summative Evaluation: Significant progress made toward meeting Objective

Goal 5: Move our campus from a "C" rating from the state to an "A" rating

Performance Objective 2: Each student will show growth in all areas of the MAPS testing and Benchmark testing through out the year.

Evaluation Data Sources: Benchmark data, MAPS testing data

Summative Evaluation: Significant progress made toward meeting Objective

State Compensatory

Budget for B McDaniel Intermediate School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 5.365

Brief Description of SCE Services and/or Programs

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Personnel for B McDaniel Intermediate School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Aimee Brown	Teacher	0.083
Amber Williams	Teacher	0.083
Ambera Mack	Teacher	0.09
Amy Baugh	Curriculum Coordinator	0.05
Ariel Denton	Teacher	0.083
Charles McQueen	Teacher	0.083
Christina Havens	Teacher	0.083
Christine Turner	Teacher	0.083
Codi Gudgel	Teacher Dyslexia	1
Courtney Wilson	Teacher	0.083
Cynthia Hair	Teacher	0.083
Dana Nichols	Teacher	0.09
Henriann Catteau	Curriculum Coordinator	0.2
Jennifer Brown	Associate Principal	1
Jill Peters	Teacher	0.083
John Brackett	Teacher	0.083
Joyce Wingfield	Teacher	0.083
Kathy Edmondson	Teacher	0.083

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Katy Miller	Teacher	0.083
Kelli Gobel	Teacher	0.09
Linda Ridgeway	Teacher Dyslexia	0.5
Mary Oliver	Teacher	0.09
Melissa Morales	Teacher	0.083
Miles Ledet	Teacher	0.083
Mitchell Morrow	Teacher	0.083
Naomi Detro	Teacher	0.083
Patrica Billy	Teacher	0.083
Raquel Garner	Teacher	0.083
Robert Lay	Teacher	0.083
Sheret Davis	Teacher	0.083
Suzanna Cooper	Teacher	0.083
Tamara McDaris	Teacher	0.083
Terrance McKearan	Teacher	0.09
Tonya Emery	Teacher	0.09
Vincent Johnson	Teacher	0.083
Yolanda King	Teacher	0.083

2025-2026 Campus Site-Based Committee

Committee Role	Name	Position
District Level Professional	Henriann Catteau	ELAR/Soc. St. Curriculum Specialist
District Level Professional	Renea Taylor	5th Grade Counselor
Administrator	Kerry Kaai	SPED Director
Parent	Suzanne Hall	Parent Representative
Community Representative	Hillary Evans	Community Representative
Parent	Jamie Owens	Parent Representative
Business Representative	Tana Adams	Business Representative
District-level Professional	Bobbie Hander	6th grade Counselor
Classroom Teacher	Kellie Gobel	5th Science Teacher
Classroom Teacher	Edna Byler	5-6 Technology Teacher
District-level Professional	Cassie Lovell	Math/Science Curriculum Specialist
Classroom Teacher	Tonya Emery	5th MATH Teacher
Classroom Teacher	Jill McDaris	5th ELAR/SS Teachers
Classroom Teacher	Patricia Billy	5th Science Teacher
Classroom Teacher	Christine Turner	Science Teacher- 6th
Administrator	Jennifer Brown	Assistant Principal
Administrator	Alvis Dunlap	Principal

Campus Funding Summary

199 Regular Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		6100	\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	1	5			\$0.00
1	1	6			\$0.00
1	1	7			\$0.00
1	1	8			\$0.00
1	1	9			\$0.00
1	1	10			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	2	3			\$0.00
1	2	4			\$0.00
1	2	5			\$0.00
1	2	6			\$0.00
1	2	7			\$0.00
1	2	8			\$0.00
1	2	9			\$0.00
1	2	10			\$0.00
1	2	11			\$0.00
1	2	12			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
1	3	3			\$0.00
1	4	1			\$0.00

199 Regular Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	2			\$0.00
1	4	3			\$0.00
1	4	4			\$0.00
1	4	5			\$0.00
1	4	6			\$0.00
1	5	1			\$0.00
1	5	2			\$0.00
1	5	3			\$0.00
1	5	4			\$0.00
1	6	1			\$0.00
1	6	2			\$0.00
1	6	4			\$0.00
1	7	1			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
2	1	5			\$0.00
2	2	1			\$0.00
2	2	2			\$0.00
2	2	3			\$0.00
2	2	4			\$0.00
2	3	1			\$0.00
2	3	2			\$0.00
2	3	3			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
3	1	4			\$0.00
3	1	5			\$0.00
4	1	1			\$0.00

199 Regular Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2			\$0.00
4	1	3			\$0.00
4	1	4			\$0.00
4	2	1			\$0.00
4	2	2			\$0.00
4	2	3			\$0.00
4	2	4			\$0.00
4	2	5			\$0.00
4	2	6			\$0.00
Sub-Total					\$0.00
199 21 Gifted and Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7			\$0.00
1	1	10			\$0.00
1	5	3			\$0.00
1	7	1			\$0.00
2	1	2			\$0.00
4	1	4			\$0.00
Sub-Total					\$0.00
199 23 Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		6100	\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	1	5			\$0.00
1	1	6			\$0.00
1	1	10			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	2	4			\$0.00

199 23 Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	5			\$0.00
1	2	6			\$0.00
1	2	7			\$0.00
1	2	8			\$0.00
1	2	9			\$0.00
1	2	11			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
1	3	3			\$0.00
1	4	1			\$0.00
1	4	3			\$0.00
1	4	4			\$0.00
1	4	6			\$0.00
1	5	3			\$0.00
2	1	3			\$0.00
2	3	2			\$0.00
3	1	1			\$0.00
4	1	3			\$0.00
4	1	4			\$0.00
Sub-Total					\$0.00
199 24 Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	1	6			\$0.00
1	1	10			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	2	7			\$0.00

199 24 Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	10			\$0.00
1	2	11			\$0.00
1	2	12			\$0.00
1	3	3			\$0.00
1	4	4			\$0.00
1	4	6			\$0.00
1	5	3			\$0.00
2	1	2			\$0.00
2	3	2			\$0.00
3	1	1			\$0.00
4	1	1			\$0.00
4	1	2			\$0.00
4	1	3			\$0.00
4	1	4			\$0.00
Sub-Total					\$0.00
199 25 ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
1	1	4			\$0.00
1	1	6			\$0.00
1	1	10			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	2	4			\$0.00
1	2	7			\$0.00
1	2	8			\$0.00
1	2	11			\$0.00
1	2	12			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00

199 25 ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3			\$0.00
1	4	4			\$0.00
1	4	6			\$0.00
1	5	3			\$0.00
1	6	1			\$0.00
1	6	2			\$0.00
1	6	4			\$0.00
4	1	4			\$0.00
Sub-Total					\$0.00
199 37 Dyslexia					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	10			\$0.00
Sub-Total					\$0.00
224 Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
1	1	4			\$0.00
1	1	6			\$0.00
1	1	10			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	2	5			\$0.00
1	2	6			\$0.00
1	2	7			\$0.00
1	2	9			\$0.00
1	2	11			\$0.00
1	2	12			\$0.00
1	3	3			\$0.00
1	4	1			\$0.00
1	4	4			\$0.00

224 Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	6			\$0.00
1	5	3			\$0.00
1	5	4			\$0.00
2	1	5			\$0.00
Sub-Total					\$0.00
255 Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	1	5			\$0.00
1	1	6			\$0.00
1	1	10			\$0.00
1	2	6			\$0.00
1	2	8			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
1	4	2			\$0.00
1	5	1			\$0.00
3	1	4			\$0.00
3	1	5			\$0.00
Sub-Total					\$0.00
263 Title III, BIL/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	7			\$0.00
1	2	11			\$0.00
1	5	3			\$0.00
1	6	3			\$0.00
2	2	2			\$0.00
Sub-Total					\$0.00

282 ESSER III (ARP)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	12			\$0.00
Sub-Total					\$0.00
288 Indian Education Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$0.00
1	2	1			\$0.00
1	3	3			\$0.00
1	4	4			\$0.00
Sub-Total					\$0.00
289 Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	4			\$0.00
Sub-Total					\$0.00
461 Campus Activity Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	6			\$0.00
Sub-Total					\$0.00
483 Local Grant Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$0.00
Sub-Total					\$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		7/25/2023	Regina Prigge	2/10/2025
Child Abuse and Neglect		10/6/2015	Regina Prigge	2/10/2025
Coordinated Health Program		6/22/2022	Regina Prigge	2/10/2025
Decision-Making and Planning Policy Evaluation		5/26/2023	Regina Prigge	2/10/2025
Disciplinary Alternative Education Program (DAEP)		11/7/2023	Regina Prigge	2/10/2025
Dropout Prevention		7/7/2020	Regina Prigge	2/10/2025
Dyslexia Treatment Program		11/8/2023	Regina Prigge	2/10/2025
Title I, Part C Migrant	Shonda Cannon		Regina Prigge	3/27/2025
Pregnancy Related Services		4/1/2005	Regina Prigge	2/10/2025
Post-Secondary Preparedness		11/8/2023	Regina Prigge	2/10/2025
Recruiting Teachers and Paraprofessionals		11/8/2023	Regina Prigge	2/10/2025
Student Welfare: Crisis Intervention Programs and Training		11/8/2023	Regina Prigge	2/10/2025
Student Welfare: Discipline/Conflict/Violence Management		11/8/2023	Regina Prigge	2/10/2025
Technology Integration		11/8/2023	Regina Prigge	2/10/2025
Job Description for Peace Officers, Resource Officers & Security Personnel	Paul Neumann	5/1/2024	Regina Prigge	3/20/2025