

# International Leadership of Texas



**ILTEXAS**  

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**COLLEGE  
STATION K-8**

## College Station Middle School

## 2025-2026 Campus Improvement Plan

# Mission Statement

The mission of International Leadership of Texas is to prepare students for exceptional leadership roles in the international community by emphasizing servant leadership, mastering the English, Spanish and Chinese languages, and strengthening the body, mind and character.

# Vision

ILTexas College Station Middle School will grow and nurture students while guiding them as they reach their academic capacity. While attending ILTexas College Station Middle School, students will build relationships and excel academically. At the same time, learners will develop a love for serving others and a desire to live a healthy lifestyle.

# Value Statement

All students have value. All students have potential. All students have the right to high expectations, caring teachers and a loving learning environment. Our job is to receive students as they are, then move them forward as much as possible. School and parent collaboration is paramount.

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# Comprehensive Needs Assessment

# Demographics

## Summary

CSK8 Middle School serves students from various academic backgrounds that include different public school districts, charter schools, private schools and home school. A variety of different ethnic groups are represented, with the top three being White 37.17%, Hispanic/Latino 43.19%, and Black/African American 9.16%.

We have a 21.7% of Limited English Proficient (LEP) students. We have 18.85% in the Gifted and Talented Program, and 12.57% in the Special Education Programs.

## Campus : ILTexas College Station Middle

## Year

2024  2025

2021 Lakeside Blvd  
Richardson, TX 75082  
(979) 704-6027 Phone  
(979) 704-5332 Fax

### Administration

Administrator names are based on role ID reporting on the Fall 30090 staff records

Principal

Zachary Bolzan

### School Population

	Count	Percent
<b>Student Total</b>	<b>382</b>	<b>100%</b>
6th Grade	139	36.39%
7th Grade	121	31.68%
8th Grade	122	31.94%

### Student Demographics

	Count	Percent
<b>Gender</b>		
Female	210	54.97%
Male	172	45.03%
<b>Ethnicity</b>		
Hispanic-Latino	165	43.19%

### Race

American Indian - Alaskan Native	0	0.00%
Asian	21	5.50%
Black - African American	35	9.16%
Native Hawaiian - Pacific Islander	3	0.79%
White	142	37.17%
Two-or-More	16	4.19%

### Student Programs

	Count	Percent
Dyslexia	34	8.90%
Gifted and Talented	72	18.85%
Regional Day School Program for the Deaf	0	0.00%
Section 504	42	10.99%
Special Education (SPED)	48	12.57%
<b>Bilingual/ESL</b>		
Emergent Bilingual (EB)	69	18.06%
Bilingual	0	0.00%
English as a Second Language (ESL)	0	0.00%
Alternative Methods for Bilingual Education	0	0.00%
Alternative Methods for ESL	69	18.06%
<b>Title I Part A</b>		
Schoolwide Program	382	100.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	0	0.00%
Neglected	0	0.00%

### Student Indicators

	Count	Percent
At-Risk	277	72.51%
Foster Care	0	0.00%
IEP Continuer	0	0.00%
Immigrant	0	0.00%
Intervention Indicator	209	54.71%
Migrant	2	0.52%
Military Connected	41	10.73%
Transfer In Students	0	0%
Unschooling Asylee/Refugee	0	0%
<b>Economic Disadvantage</b>		
Economic Disadvantage Total	179	46.86%
Free Meals	50	13.09%
Reduced-Price Meals	47	12.30%
Other Economic Disadvantage	82	21.47%
<b>Homeless and Unaccompanied Youth</b>		
Homeless Status Total	0	0.00%
Shelter	0	0.00%
Doubled Up	0	0.00%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%
Not Unaccompanied Youth	0	0.00%
Is Unaccompanied Youth	0	0.00%

## Special Education Services

Count

Percent

### Primary Disabilities

No Disability	0	0.00%
Orthopedic impairment	0	0.00%
Other health impairment	8	16.67%
Auditory impairment	0	0.00%
Visual impairment	0	0.00%
Deaf-Blind	0	0.00%
Intellectual disability	4	8.33%
Emotional disturbance	1	2.08%
Learning disability	28	58.33%
Speech impairment	1	2.08%
Autism	4	8.33%
Developmental delay	0	0.00%
Traumatic brain injury	2	4.17%
Noncategorical early childhood	0	0.00%

### Instructional Settings

Speech Therapy	1	2.08%
Homebound	0	0.00%
Hospital Class	0	0.00%
Mainstream	6	12.50%
Resource Room	35	72.92%
VAC	0	0.00%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	6	12.50%
Full-Time Early Childhood	0	0.00%
Nonpublic Day School	0	0.00%

## College and Career Readiness School Models

Count

Percent

Associate Degree <i>Does not include leavers</i>	0	0.00%
Early College High School (ECHS)	0	0.00%
New Tech	0	0.00%
P-Tech	0	0.00%
T-Stem	0	0.00%

## Staff Information

Count

Percent

Administrative Support	10	18.52%
Teacher	38	70.37%
Educational Aide	6	11.11%
Auxiliary	0	0.00%

## Strengths

We have a diverse population of learners on our campus with a growing number of EL/EBs. Our EL/EBs support the language growth of their peers, as our teachers intentionally create seating charts to encourage peer tutoring.

Our teachers support our increasing EL/EB learners providing pictorial models, stem sentences and simple directions.

Our EL/EB students are exiting the EB program as a faster rate due to our Mission.

Parents are comfortable interacting with the school staff and admin due to our diversely linguistic staff.

# Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	A decrease in Black/African American students.	Lack of resources and supports to aid in student success.
2	Decrease in enrollment and retention across all demographics and grade levels.	Lack of free transportation support for families in Bryan/College Station.

 = Priority

# Student Learning

## Summary

### Areas of Strength

Grade 6 Math had increases in select TEKS. For example, 6.4(B) started out with around 54% of students mastering this TEKS. Currently, our students tested with 69% of success at this same TEKS on the latest assessment.

Grade 7 Math had increases in select TEKS. For example, 8.10 (A) started out with around 50% of students mastering this TEKS. Currently, our students tested with 71% of success at this same TEKS on the latest assessment.

Grade 8 English I RLA had increases in select TEKS. One example we studied was E1.4(F) started out with around 54.5% of students mastering this TEKS. Currently, our students tested with 96.4% of success at this same TEKS on the latest assessment.

Areas of Growth - Grade 8 English I, TEKS E1.2(B) did not show growth. Students regressed on this TEKS over the course of a few assessments.

## Strengths

Increase student growth in TELPAS scores as it relates to English Proficiency.

A few areas of strength include: MS had 40 students make progress out of 80 students (50%), compared to last year. Listening showed the most growth, with 42 out of 81 students making progress (52%). Another area of strength is Reading, which made 44% out of 81 students made progress.

A few areas of weakness include: TELPAS ALT had 0 out of 1 did not show progress. Speaking showed only 15 out of 81 (19%) and Writing showed 21 out of 81 (26%) made progress in writing.

# Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Inconsistency with Subject Matter Expert (SME) departments providing feedback and content guidance with pacing calendars.	Lack of organization and timely communication of content departments.
2	Students lacking in foundational skills related to basic reading and math.	Inconsistent implementation of curriculum and pacing guides with unrealistic timeline expectations.
3 ★	Students join our school behind their peers as content in Middle School is accelerated.	Students are coming to us from over 20 campuses in the surrounding area. This creates inconsistency in their experience with languages, curriculum and expectations.

★ = Priority

# School Processes & Programs

## Summary

International leadership of Texas College Station MS employs highly qualified staff in all areas. Teachers hold a bachelor's degree from an accredited university, furthermore bilingual and special education teachers are required to be fully certified by TEA. We aim to recruit teachers with diverse backgrounds and experiences to incorporate into the classroom. Teachers and staff are recruited throughout the US, Spain, China, and other countries. ILTexas recruitment efforts extend to multiple countries offering teachers J1 international visas. Our international educators provide students multicultural world experiences through teaching and learning. The recruitment incentives include stipends in the areas of math, science, bilingual, and special education. In addition, our goal is to attract and retain certified experienced educators to build a strong foundation at our lower grade levels. Our experienced educators have an opportunity to lead within their grade level and participate in our aspiring administrators academy. We strive to develop our educators and encourage them to transition into leadership roles. Staff retention is our highest priority and employees participate in extensive professional development sessions that provide ongoing guidance and support. The retention rate for teachers has steadily increased throughout the years. See addendum for additional data.

ILTexas curriculum is TEKS based and is required to follow a scope and sequence rooted in state standards. Teachers are required to use these resources to guide their planning, instruction and assessment. Planning, instruction and assessment will be aligned both horizontally and vertically. Curriculum, instruction and assessment will be at the heart of all PLC meetings. Planning and instruction will be driven by and responsive to student data.

The school organizational structure provides support at many level for teachers, students and parents. Teachers have planning/ meeting time built into their school day to meet and plan with grade level. Teachers also have dedicated data days built into the school year calendar. Professional development opportunities are also available to teachers. Each grade level has a grade level administrator (GLA) to oversee the grade and to support the teacher in the day to day operations. Each grade level has a teacher assistant.

## Strengths

As of 24/25: 45.4% of teachers have 1-5 years of teaching experience, 100% of teachers have a bachelor's degree or higher, and our teachers have an average of about 6.7 years of experience.

6-8 students will utilize technology daily for their instruction and learning. Further, we will be using the Dean and a staff of instructional coaches to focus on instructional and foundational learning gaps.

- Horizontal (grade level) PLC built into workday
- Teacher support structure - Grade Level Administration- AP- Principal

SMART DISPLAY in all classrooms

Chromebook ratio 1:1 in 6th to 8th Grade

Laptops for all teachers

Teachers utilize technology daily in their instruction.

- Regular updates and newsletters to parents and faculty/staff
- District calendar includes Data Days
- Athletics is offered to students in 6th grade and offer more options for students



# Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Inconsistency with Subject Matter Expert (SME) departments providing feedback and content guidance with pacing calendars.	Lack of organization and timely communication of content departments.
2	Inconsistent implementation of HQIM curriculum aligned to TEKS using best instructional practices aligned to TTESS.	Timeline expectations in the pacing guide have led to challenges for teachers to schedule reteach time for students.

★ = Priority

# Perceptions

## Summary

ILTexas College Station MS prides itself in a positive learning and working environment for students and staff. The culture of our campus is rooted in "what is best for students" as it relates to student academic achievement and safety. All decisions are based on what is best for the students and teachers, exhibiting our motto of Other's Before Self. Our goal as a campus is to prepare students for exceptional leadership roles in the international community by emphasizing servant leadership, mastering the English, Spanish, and Chinese languages, and strengthening the mind, body, and character. We continue to put relationships first, with our 51/49 motto, as instruction can only occur effectively when you have a connecting with students, parents, teachers, and administrator.

ILTexas CSMS encourages parents via our extensive PTO, WATCH DOGS dads, and several volunteer initiatives that are marketed through these vehicles. We have dozens of community partners ranging from restaurants to local stores and businesses in our local community.

Parent surveys are sent out by school and PTO twice a year to collect feedback at the end of each semester. We utilize QR codes to offer Q&A opportunities for parents to use when they enter the front office or are out on campus also included as a link in Principals monthly newsletter. Principal monthly meetings to gather parent feedback.

## Strengths

The culture of our campus is rooted in "what is best for students" as it relates to student academic achievement and safety. All decisions are based on what is best for the students and teachers, exhibiting our motto of Other's Before Self.

ILTexas CSK8 PTO is the top organization for our campus that works hard to collaborate and raise funds to support our students and teachers.

Some students are also part of a Principal Advisory Committee where real issues are discussed and feedback is given directly from the students to the principal.

Our students are learning Mandarin and Spanish which has created a positive view of our school around the community as it is offered at no extra cost to parents. The diversity of our teachers is also a strength as they are able to authentically teach about different cultures. Our activities and festivals have been featured on the local news.

# Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Limited parents were involved in campus events	Middle School students do not want to interact socially with their parents around peers.
2	Negative perception of our School.	Social Media and News reports shared with false information.

★ = Priority



# Priority Problem Statements

## Problem Statement

## Root Cause

1  
★

Students join our school behind their peers as content in Middle School is accelerated.

Students are coming to us from over 20 campuses in the surrounding area. This creates inconsistency in their experience with languages, curriculum and expectations.

2  
★

Inconsistency with Subject Matter Expert (SME) departments providing feedback and content guidance with pacing calendars.

Lack of organization and timely communication of content departments.

3  
★

Limited parents were involved in campus events

Middle School students do not want to interact socially with their parents around peers.

4  
★

There is inconsistency in student learning gaps and needs.

We are seeing some growth with our EB learners, but will need to continue to focus on charter and instructional coaches modeling best ESL instruction practices in real-time coaching and debriefs.

5  
★

65% of teachers have 1-5 years of teaching experience, 97% of teachers have a bachelor's degree or higher, and our teachers have an average of about 3.6 years of experience.

Surrounding districts have a competitive salary and contracts that makes hiring process challenging.

6  
★

Teachers are not mastering the content they are being asked to teach our students.

Resources and Curriculum have changed frequently. We will pay close attention to developing lesson plans and following scope and sequence, YAG, and related resources.

7

Limited parents/community were involved in campus events



Negative perceptions of the campus due to PTO communications and feedback from social media

 = Priority



# Data Documentation for CNA

# Data Documentation for CNA

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

## Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

## Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Section 504 data

- Gifted and talented data

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

- Attendance data
- School safety data

## **Employee Data**

- Staff surveys and/or other feedback
- T-TESS data

## **Parent/Community Data**

- Parent surveys and/or other feedback

## **Support Systems and Other Data**

- Budgets/entitlements and expenditures data



# Goals

# Goal 1

By the end of the 25-26 school year, ILTexas CSMS will receive an overall rating of A for their statewide accountability rating, an increase from achieving a B in 24/25 SY.

## Performance Objective 1 High Priority

By the end of the 25-26 school year, 80% of all ILTexas students will perform at the meets level or higher of achievement on STAAR Reading/Language Arts with 70% of EB students will perform at the meets level of achievement on STAAR for all content areas.

**Evaluation Data Source:** Interim Data and STAAR Data

**Summative Evaluation:** Significant progress made toward meeting Performance Objective

### Strategy 1

Providing all teachers in Grades 6-8 will have ongoing Coaching & Implementation utilizing BRES to provide a combination of on-site and virtual coaching days with the leadership team in the Teacher Coaching. Observation & Feedback, Classroom co-observations & calibration. Planning feedback and delivering feedback (and subsequent PD). Observation & Feedback Rubric aligned to ILTexas - Great 8.

**Strategy's Expected Result/Impact:** Increase student weekly assessment data through exit tickets.

**Staff Responsible for Monitoring:** Teachers/Instructional Coaches

**Funding Sources:** Instructional Coaching 211 - Title I School Improvement,

**TEA Priorities:** Improve low-performing schools

#### Formative Reviews

Moderate Progress

November

Moderate Progress

January

May

June

### Strategy 2 Targeted Support Strategy

Provide instructional materials for students in Reading/ELA, Social Studies, Math and Science to include consumable resources, manipulatives, bilingual dictionaries, library books to support literacy, as well as STAAR aligned resources to aid in preparation of State Assessments (Measuring UP, Zearn, etc.)

**Strategy's Expected Result/Impact:** Increased student academic achievement

**Staff Responsible for Monitoring:** Administrators, GLAs, ICs, and teachers

**Funding Sources:** Supplies 211 - Title 1-A, \$15,000

**TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

**ESF Levers:** Lever 5: Effective Instruction

### Formative Reviews

Moderate Progress

November

Moderate Progress

January

May

June

## Performance Objective 2

By the end of the 25-26 school year, ILTexas students enrolled in the Special Education program will show 1+ years of academic growth.

**Evaluation Data Source:** Interim assessments, STAAR

**Summative Evaluation:** Some progress made toward meeting Performance Objective

### Strategy 1

Special Education Coordinator will oversee instructional materials, revisit and schedule ARDs, and regularly observe teaching and learning to maintain and grow our students classified in Special Education.

**Strategy's Expected Result/Impact:** Students in SPED will get support from ILTexas CSMS staff in class, in resource setting, and via small group.

**Staff Responsible for Monitoring:** SPED Coordinator and Admin

**ESF Levers:** Lever 5: Effective Instruction

### Formative Reviews

Some Progress

November

Some Progress

January

May

June

# Goal 2

By the end of the 25-26 school year, at least 75% of students will be on target to graduate and meet their language goals (students enrolled at ILTexas 7 years or more are at least at Intermediate or above).

## Performance Objective 1

By the end of 25-26 school year, at least 50% of 8th grade students who have been with ILTexas for more than 4 years will reach Intermediate B or Advanced A level in Chinese and Spanish.

**Evaluation Data Source:** AAPPL, ACTFL rating and VHL.

**Summative Evaluation:** Some progress made toward meeting Performance Objective

### Strategy 1

Additional support through observation, feedback, and professional development from HQ on strategies to increase student growth in Chinese language through developing both K-5 instructors and MS LOTE instructors.

**Strategy's Expected Result/Impact:** Chinese teachers (K-5 and MS LOTE) and students will be proficient in teaching and learning respectively

**Staff Responsible for Monitoring:** HQ

**Funding Sources:** Instructional Resources 211 - Title I School Improvement,

**TEA Priorities:** Improve low-performing schools

#### Formative Reviews

Some Progress

November

Some Progress

January

May

June

### Strategy 2

An instructional coach will focus strictly on developing our LOTE program and assisting our students in Mastering Spanish and Chinese.

**Strategy's Expected Result/Impact:** Increased student use of target language in Core classes.

**Staff Responsible for Monitoring:** Admin

**Funding Sources:** Instructional Coaching 211 - Title I School Improvement,

**TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

**ESF Levers:** Lever 5: Effective Instruction

## Formative Reviews

Some Progress

November

Some Progress

January

May

June

## Performance Objective 2

By the end of 25-26 school year, at least 50% of 8th grade students who have been with ILTexas for more than 4 years will reach an Intermediate Low proficiency level in Chinese and Spanish.

**Evaluation Data Source:** AAPPL, ACTFL rating, and teacher created assessments.

**Summative Evaluation:** Some progress made toward meeting Performance Objective

## Strategy 1

Teachers will be provided additional teaching strategies by HQ and the LOTE department to effectively grow student's proficiency in Chinese and Spanish through the development of the K-5 teachers.

**Strategy's Expected Result/Impact:** Chinese and Spanish teachers (K-5 and MS LOTE) will be proficient in teaching rigorous content for student growth and learning.

**Staff Responsible for Monitoring:** HQ LOTE department, AP's and principals.

**Funding Sources:** Instructional Coaching 211 - Title I School Improvement,

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 5: Effective Instruction

## Formative Reviews

Some Progress

November

Some Progress

January

May

June

# Goal 3

By the end of the 25-26 school year ILTexas will retain 75% of teachers, an increase from 70% achieved in the previous school year.

## Performance Objective 1

Campus leaders will implement and monitor targeted teacher retention strategies, including new-teacher mentoring, regular coaching and feedback cycles, stay interviews, workload and duty reviews, recognition of effective teaching, leadership opportunities and targeted professional development.

**Evaluation Data Source:** Teacher survey, intent to return, and teacher attendance.

**Summative Evaluation:** Some progress made toward meeting Performance Objective

### Strategy 1

Calendar out monthly teacher appreciation days/events in conjunction with PTO and NJHS, intentionally using time during PD days to build campus morale. Provide parental support to parents by providing training and holding meetings that model best practices for parents in helping their child in being successful at school. Provide online access to CNA/CIP.

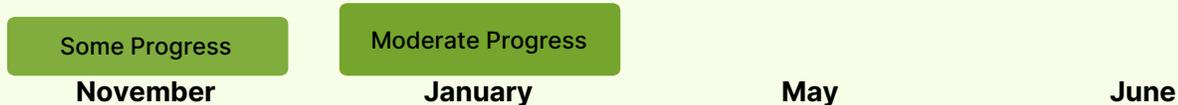
**Strategy's Expected Result/Impact:** Teacher 80% retention

**Staff Responsible for Monitoring:** Leadership

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 3: Positive School Culture

### Formative Reviews



## Performance Objective 2

We will maintain our current retention rate of above 90% of our special education, math and reading teachers of the 2025-26 school year.

**Summative Evaluation:** Significant progress made toward meeting Performance Objective

### Strategy 1

ILTexas College Station MS will increase teacher retention in the above areas by increasing observation feedback from various sources (IC, AP, and Principal) to support teacher growth.

**Strategy's Expected Result/Impact:** Increased staff morale which leads to higher retention.

**Staff Responsible for Monitoring:** IC, AP, and Principal

**Funding Sources:** Instructional Coach 211 - Title I School Improvement,

**TEA Priorities:** Recruit, support, retain teachers and principals

**Formative Reviews**

Moderate Progress

November

Moderate Progress

January

May

June



# Addendums

# Campus Improvement Team 2024-2025

Meeting Date: June 6, 2024

9:00 A.M.

Conference Room

Committee Role	Name	Position	Signature
Administrator	Zachary Bolzan	Principal	
Parent	Tracey Calanog	Parent	
Community Representative	Rob Labossiere	Community Member	
Non-classroom Professional	Stacy Paulson	PTO Professional Community Partner	
Non-classroom Professional	Emily McKay	SPED Coordinator	
Administrator	Amanda Krueger	AP Grade 3-5	
Administrator	Evony Seales	AP Grade K-2	
Business Representative	Thomas Whitesey	Business Rep	
Classroom Teacher	Kenya Hensley	Teacher	

# 2024-2025 Needs Assessment Team

Meeting Date: June 6, 2024

9:00 A.M.

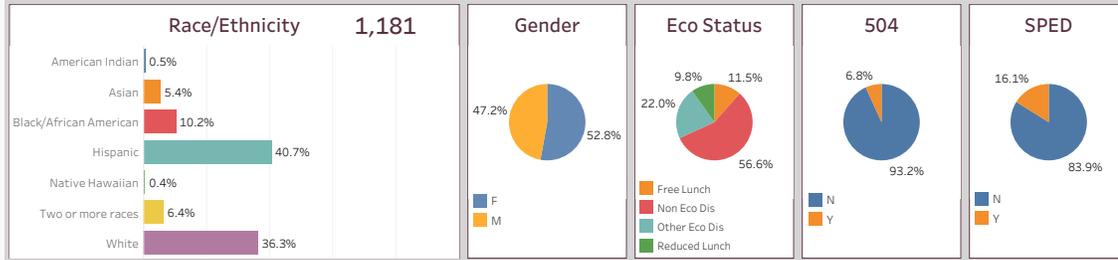
Conference Room

Committee Role	Name	Position	Signature
Administrator	Zachary Bolzan	Principal	
Administrator	Evony Searles	Associate Principal	
Administrator	Amanda Krueger	Assistant Principal	
Administrator	Michelle Kelley	Assistant Principal	
Non-classroom Professional	Kendra Viggers	Admin Assistant	
Classroom Teacher	Kendell Berger	SPED Teacher	
Business Representative	Rob Labossiere	Business Owner - Juice it Up	
Classroom Teacher	Kenya Hensley	Teacher	
Non-classroom Professional	Suzanne Wymann	Counselor	
Community Representative	Thomas Whitlesey	Community Member	



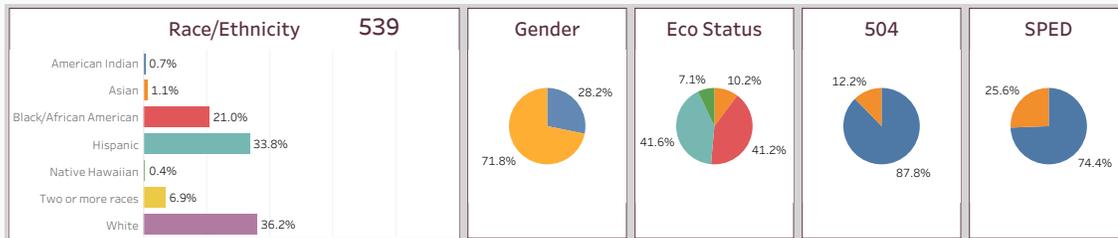
Area Houston	Campus All	Entity All	Grade All	Eth/Race All	Gender All	Economic Status All	SPEDActive All
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### Enrollment by:

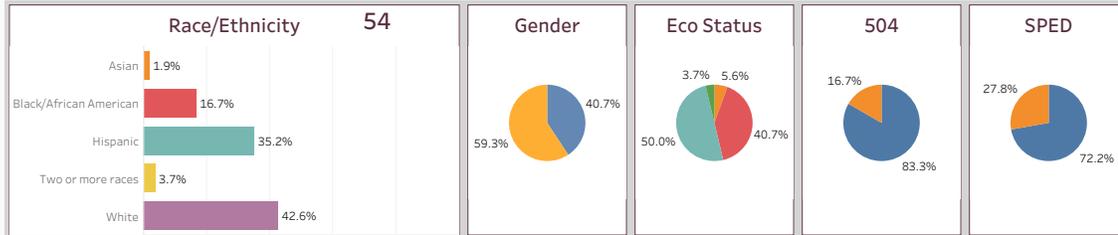


Disc School Year 2025	Referral Officer Eth/Race Two or more races	Referral Officer Gender All	Action Officer Eth/Race All	Action Officer Gender All
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### Discipline Incidents by:



### Suspensions by:



### Expulsions by:

